

# Introduction to Micro-Course 2

*Micro-Course 2:  
Learning Acceleration Using Formative Assessment Processes in the  
Classroom (Advanced Version)*



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Version 1.0 | Updated January 2022 | Developed By:  
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*National Center for the Improvement of Educational Assessment*

# Intended Audience

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## K-12 Classroom Educators

- experienced teachers
- newer teachers who have completed Micro-Course 1

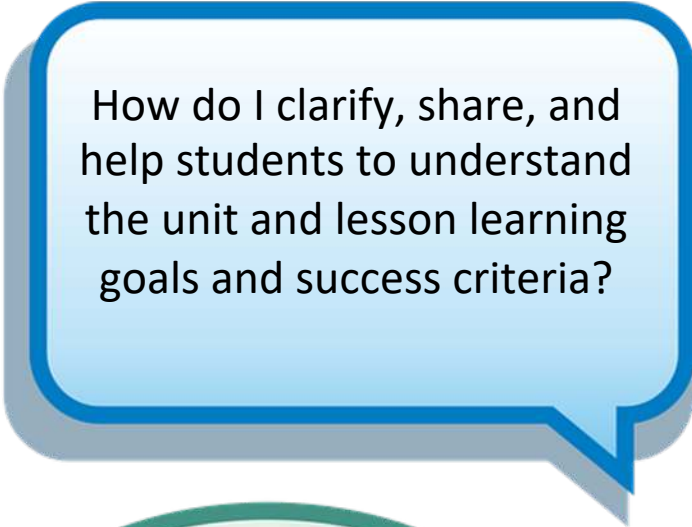


# Guiding Questions

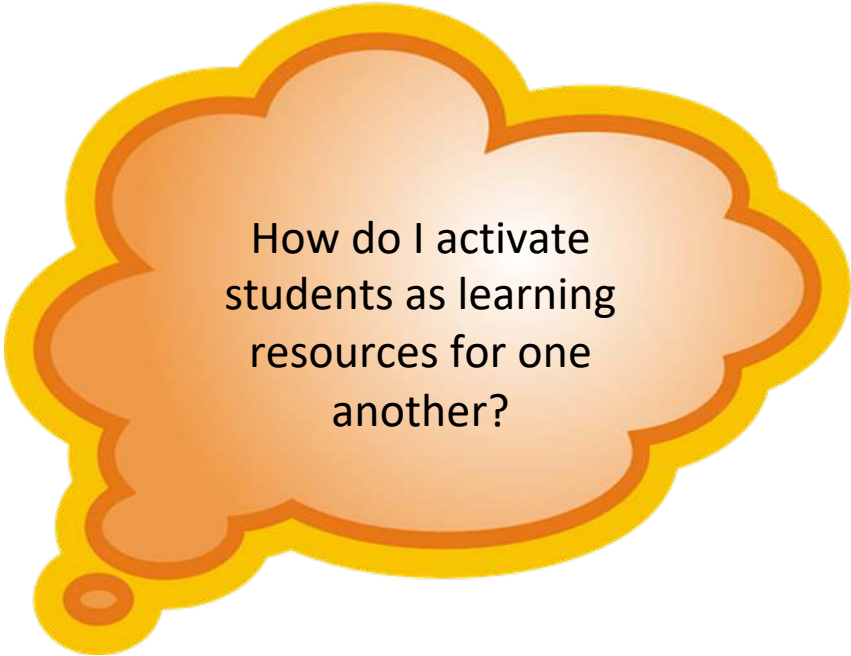
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How do I provide feedback that moves student learning forward?



How do I clarify, share, and help students to understand the unit and lesson learning goals and success criteria?



How do I activate students as learning resources for one another?



How do I activate students as owners of their own learning?

# Micro-Course 2 Outline

## Module 1

- **Overview:** Formative assessment processes and learning acceleration (Advanced)

## Module 2

- **Where the learner is going:** Clarifying, sharing, and understanding learning intentions and success criteria

## Module 3

- **How to get there:** Providing feedback that moves student learning forward

## Module 4

- **Closing the gap, Part 2:** Involving students and their peers in the formative assessment process

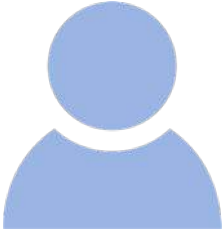
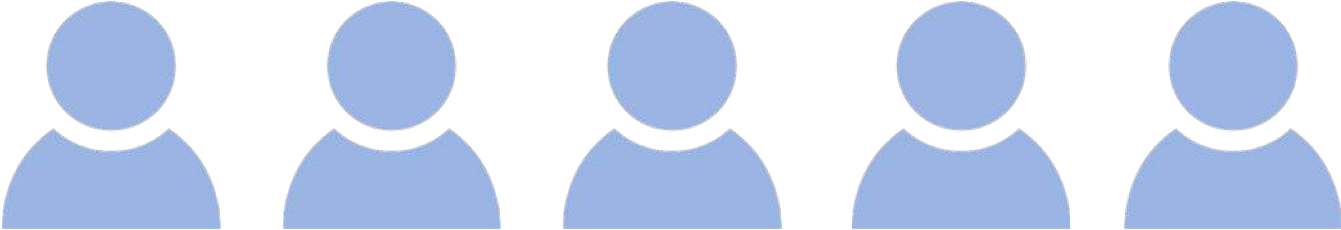
|         | Where the learner is going                                 | Where the learner is now                                  | How to get the learner there                   |
|---------|--|---|--|
| Teacher | Clarifying, sharing, and understanding learning intentions | Eliciting evidence of learning                            | Providing feedback that moves learners forward |
| Peer    |  | Activating students as learning resources for one another |  |
| Student |  | Activating students as owners of their own learning       |  |

|          |  |
|----------|--|
| <b>1</b> | <b>Pre-Recorded Video Presentation</b><br>Each module contains a pre-recorded video presentation that is between 15-25 minutes, as well as links to resources referenced in the video presentation.  |
| <b>2</b> | <b>Module Design</b><br>The modules are intended to support educator reflection and changes to formative instructional/assessment practices. As a result, each module includes a warm-up question, embedded pause & reflect/discuss questions, and final reflection questions and/or application activities. |
| <b>3</b> | <b>Slides, Handouts, and Scripts</b><br>Presentation slides, handouts, and script available for download and use. All materials are CC-BY 4.0 licensed, which means they can be reused/adapted as long as attribution is provided.   |

# Intended Use

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The modules were created to be used in a couple different ways.

| Individual teachers   | Groups of teachers<br>(PLCs, team meetings, etc.)                                   |
|---|---|
|  |  |

The modules can be viewed as stand alone modules and in any order. That said, there is a coherent sequence of learning developed across the modules.

# Micro-Course 1 Outline

## Module 1

- **Overview:** Formative assessment processes and learning acceleration (Introduction)

## Module 2

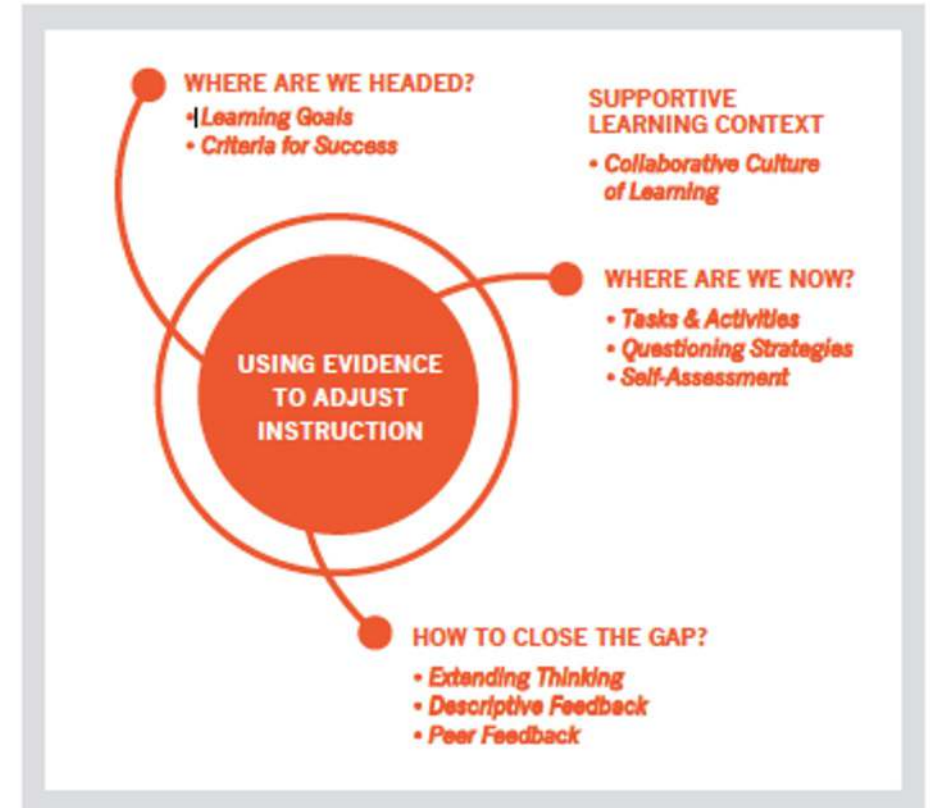
- **Where the learner is now, Part 1:** Using quick pre-assessments to elicit evidence of student strengths and learning needs

## Module 3

- **Where the learner is now, Part 2:** Using formative assessments during or after instruction to elicit evidence of student strengths and learning needs

## Module 4

- **Closing the gap, Part 1:** Using evidence of learning to adjust instruction and better meet students' needs



# Pathways



Micro-Course 1



Micro-Course 2

## Overview of Formative Assessment Processes (Introduction)

**Where the learner is now, Part 1:**  
Using quick pre-assessments to elicit evidence of student strengths and learning needs

**Where the learner is now, Part 2:**  
Using formative assessments during or after instruction to elicit evidence of student strengths and learning needs

**Closing the gap, Part 1:**  
Using evidence of learning to adjust instruction and better meet students' needs