

Introduction to Micro-Course 3

*Micro-Course 3:
Supporting teachers to accelerate learning using formative assessment
processes in the classroom*



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Version 1.0 | Updated January 2022 | Developed By:
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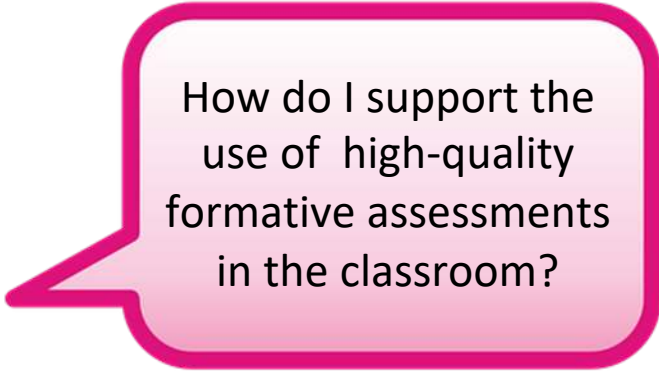
Intended Audience

K-12 School Educators


- school leaders
- instructional coaches



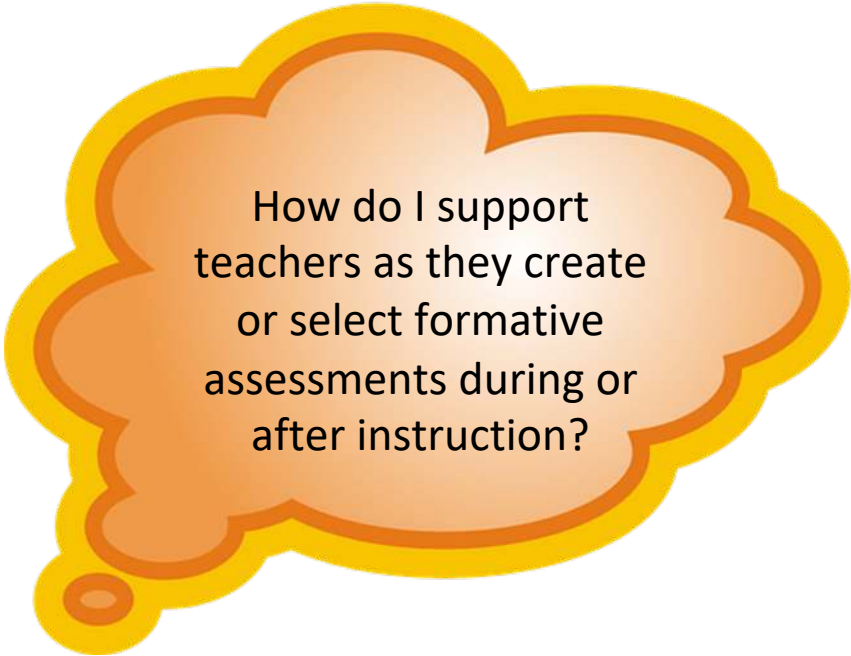
Guiding Questions



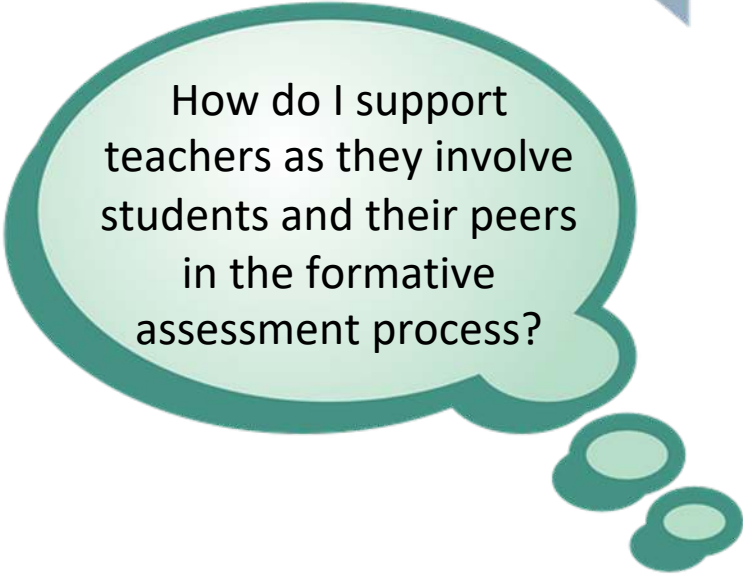
How do I support the use of high-quality formative assessments in the classroom?



How do I engage in high-quality discussions with teachers about formative assessment processes?



How do I support teachers as they create or select formative assessments during or after instruction?



How do I support teachers as they involve students and their peers in the formative assessment process?

Micro-Course 3 Outline

Module 1

- **Accelerating Learning:** Supporting high-quality formative assessments in the classroom

Module 2

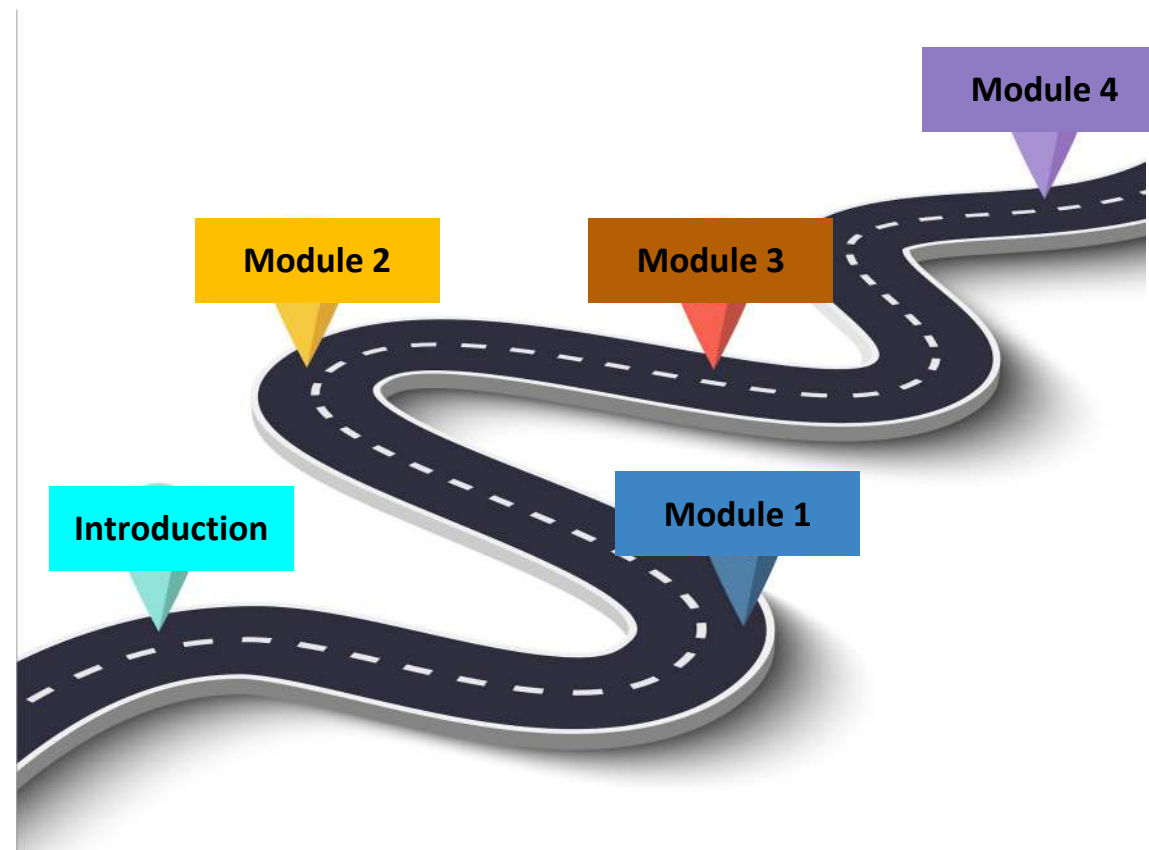
- **Accelerating Learning:** High-quality discussions between school leaders and teachers about formative assessment processes

Module 3

- **Accelerating Learning:** Supporting teachers as they create or select formative assessments during or after instruction

Module 4

- **Accelerating Learning:** Supporting teachers as they involve students and their peers in the formative assessment process



1

Pre-Recorded Video Presentation

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.

2

Module Design

The modules are intended to support school leader reflection and changes to formative instructional/assessment practices in schools. As a result, each module includes a warm-up question, embedded pause & reflect/discuss questions, and final reflection questions and/or application activities.

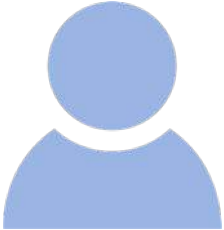
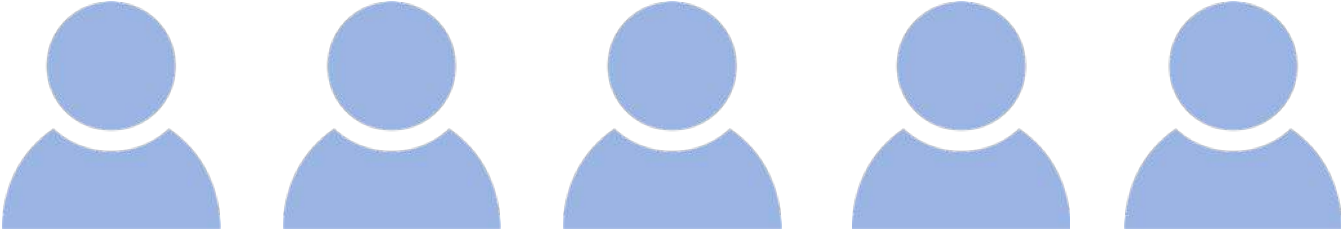
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Slides, Handouts, and Scripts

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

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

Individual school leaders	Groups of school leaders (PLCs, leadership 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.

Pathways

 Micro-Course 1

 Micro-Course 2

 Micro-Course 3

Overview of Formative Assessment Processes (Introduction)

Overview of Formative Assessment Processes (Advanced)

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

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

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

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