

Educators across Georgia are working hard to implement initiatives aimed at ensuring all students achieve the target of college and career readiness. Formative instructional practices (FIP) are critical to implementing Georgia's rigorous curriculum with success. These practices are particularly important for educators charged with meeting the needs of diverse learners.

All public school educators in Georgia have access to free online learning courses and additional FIP resources. More than 140,000 courses have been completed by Georgia educators, supporting their efforts in:

- Creating and using clear learning targets and learning progressions
- Collecting and documenting accurate evidence of student learning
- Using evidence and feedback to increase learning
- Fostering student ownership of learning



Formative Instructional Practices Course Series



Foundations of Formative Instructional Practices

Learn the essential components of FIP to establish a common vocabulary in your district or school. The five-course foundations series grounds you in the basics of FIP to ensure an appropriate use of standards and ongoing formative assessment with students. The courses combine theory and practical classroom application, and include scenarios and examples of what these powerful practices look and sound like across grades and subjects.

Leading FIP (part of the Foundations course series)

School leaders, instructional coaches, and teacher leaders learn how to make FIP part of the school culture. Teachers cannot implement formative instructional practices alone. Leaders and coaches have essential roles in both supporting teachers as they try new practices in the classroom, and supporting the school or district so that FIP lasts.



Reaching Every Student

Increase learning for all students. These courses provide specific examples of how to use FIP while teaching English language learners, students with disabilities, and gifted students.



Creating Clear Learning Targets

Go deeper with deconstruction of standards in a grade band and subject area. The six-course series provides examples of more complex standards, and gives teachers opportunities to practice deconstructing standards with support and feedback.



Designing Sound Assessment

Ensure classroom assessment is efficient and produces accurate evidence to make instructional decisions and measure student growth. This nine-course series demonstrates how to create sound assessment items and tasks, as well as how to make wider use of assessment as a teaching and learning tool.



Implementing Evidence-Based Grading

Learn how to implement a systematic approach to grading that is accurate, consistent, efficient, and doable. This module discusses an evidence-based approach to grading and prompts thoughtful reflection on grading practices.



Designing Sound Assessment Series

Authentic assessments are powerful tools for teachers and students to reflect on learning and collaboratively plan more relevant instruction. This series helps ensure that educators know how to gather the right kinds of information about student learning, at the right time, and in sufficient amounts to plan the next steps toward mastering the learning target.

This series offers a deeper dive into the core component of collecting and documenting accurate evidence of student learning.

Designing Sound Assessment: Series Overview—This course provides an overview of the Designing Sound Assessment (DSA) series.

DSA: Creating and Using Rubrics—What are the criteria for evaluating progress toward mastery for individual learning expectations, for a specific piece of work or student performance? This course provides an overview of the types of rubrics, benefits and limitations, and characteristics of high-quality rubrics. Learn how to create, critique, revise, and strengthen rubrics to support learning on specific tasks or assignments.

DSA: Creating and Using Master Rubrics—What are the overall learning expectations for each unit? What are the milestones on the path from novice to mastery? What differentiates students at each level? Learn how master rubrics provide educators and their students the learning roadmap for a given period of learning.

DSA: Creating and Using Assessment Blueprints—Master rubrics provide the criteria for evaluating progress toward mastery. But how much evidence do you need? What kinds of evidence do you need? Learn how assessment blueprints guarantee that educators and their students are planning, gathering, and evaluating the right kinds of evidence, at the right levels, in the right amounts.

DSA: Creating and Using Written Response Assessment—Do you tend to avoid written response because of the time it takes? When you have students write, are they on task and on target? Student writing can provide powerful evidence of knowledge and reasoning... when designed and used well. This course will help educators make effective, efficient use of written response assessment in the classroom.

DSA: Creating and Using Verbal Response Assessment—What are the ways that students demonstrate their understanding through dialogue and spoken responses to questions or situations? How can teachers elicit higher-order thinking through verbal assessment? This course will help educators plan, conduct, and document purposeful, structured verbal assessment.

DSA: Creating and Using Performance Assessment—What are the characteristics of strong – vs weak – performance tasks? What is the difference between ‘rich’ and ‘lean’ tasks? This course will help educators and their students create, implement, and critique performance tasks for rigor, relevance, and accuracy.

DSA: Creating and Using Selected Response Assessment—Can selected response items authentically represent what students know and can do? Yes! Life often requires us to choose among competing, credible alternatives. Learn how to take advantage of the potential strengths of selected response assessment while avoiding its potential pitfalls.

DSA: Designing and Critiquing Sound Assessment: Putting the Pieces Together—It does not matter how strong each of your assessment components is, the ultimate challenge is to fit those pieces together into a meaningful and informative whole. Poorly designed assessment wastes time and effort – but worse yet, it actually undermines student engagement and success. Ensure that you are purposeful and efficient when designing assessment. Learn how to design sound pre-, interim-, and post-assessment.



Want To Learn More About Georgia FIP?

For more information about the online learning or how to implement Georgia FIP, please contact the Georgia Department of Education Office of Assessment and Accountability Division at 1-800-634-4106.



Need Technical Support?

Contact Battelle for Kids at Support@BattelleforKids.org.

