

MDE FAME Framework × AI Integration Matrix

Formative Assessment for Michigan Educators & Google Ecosystem Alignment



Overview: The Formative Assessment for Michigan Educators (FAME) project emphasizes formative assessment as a deliberate process used by teachers and students during instruction. This matrix maps all **5 Components** and **13 Elements** of FAME to specific AI personas (Coach, Colleague, Clerk) and Google AI tools (Gemini, Custom Gems, NotebookLM) for both classroom teachers and educational leaders/coaches.

AI Personas: **Coach** (Reflective guidance & pedagogy) | **Colleague** (Thought-partnering & planning) | **Clerk** (Data processing & operational efficiency)

FAME Component & Element	AI Role	Google AI Tool	Classroom Teacher Use Case	System / Leadership Use Case (Coach / Admin)
Component 1: Planning				
Element 1.1 Instructional Planning	Colleague	Custom Gem	Co-designing daily lesson plans aligned to state standards, incorporating entry hooks, active learning targets, and differentiated pathways.	Reviewing unit scope-and-sequence documents across grade levels to ensure vertical alignment and standard coverage.
Component 2: Learning Target Use				
Element 2.1 Designing Learning Targets	Coach	Gemini	Deconstructing complex state standards into student-friendly "I Can" statements and actionable success criteria.	Conducting spot-checks of posted daily learning targets across a building to evaluate rigor, relevance, and clarity.
Element 2.2 Learning Progressions	Colleague	NotebookLM	Uploading unit documents to synthesize prerequisite skills, target goals, and extension steps for student learning pathways.	Mapping multi-year learning progressions across district grade-level bands and PLC departmental teams.
Element 2.3 Models of Proficient Achievement	Colleague	Gemini	Generating exemplars and non-exemplars of student work at varying proficiency levels to annotate rubrics alongside students.	Standardizing performance expectations across PLC teams to build inter-rater grading reliability.
Component 3: Eliciting Evidence				
Element 3.1 Activating Prior Knowledge	Coach	Gemini	Drafting diagnostic warm-up prompts or quick-draw activities that expose student prior knowledge and misconceptions.	Training new teachers during coaching cycles on how to structure effective anticipatory sets and diagnostic checks.
Element 3.2 Gathering Evidence	Clerk	Custom Gem	Summarizing digital exit tickets or check-ins to quickly cluster student understanding into mastery tiers for next-day grouping.	Aggregating building-wide formative assessment data trends to assess instructional health and target support.
Element 3.3 Teacher Questioning Strategies	Coach	Custom Gem	Drafting tiered Depth of Knowledge (DOK) questioning sequences prior to leading whole-class discussions.	Modeling higher-order questioning frameworks during school-wide professional development workshops and PLC coaching.
Element 3.4 Skillful Use of Questions	Coach	Gemini	Roleplaying lesson dialogue to practice wait-time strategies, probing follow-up questions, and redirecting incorrect responses.	Providing reflective coaching feedback to teachers regarding questioning dynamics during non-evaluative walkthroughs.

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Component 4: Formative Feedback				
Element 4.1 Feedback from Teacher	Clerk / Colleague	Gemini	Generating actionable, growth-oriented feedback drafts tailored to individual student performance data.	Auditing feedback quality building-wide to ensure comments focus on task/process improvement rather than ego/praise.
Element 4.2 Feedback from Peers	Coach	Custom Gem	Creating structured peer-review protocols and sentence starters for collaborative student feedback sessions.	Establishing school-wide peer assessment frameworks to build a transparent, collaborative learning culture.
Element 4.3 Student Self-Assessment	Coach	Custom Gem	Building self-assessment reflection checklists based on unit success criteria to foster metacognition and student agency.	Implementing district-wide routines that develop student self-regulation and long-term goal setting.
Component 5: Instructional & Learning Decisions				
Element 5.1 Adjustments to Teaching	Colleague	NotebookLM	Analyzing gathered lesson evidence to select re-teaching strategies, flexible small groups, or Tier 2 interventions.	Identifying professional development needs based on persistent learning gaps across departments or grade levels.
Element 5.2 Adjustments to Learning	Coach	Gemini	Co-creating personalized revision pathways and choice boards with students based on their specific gap areas.	Tracking long-term student ownership and self-advocacy growth metrics across MTSS and intervention programs.

References

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