


As we wait to begin...



- In the chat box...
 - Please Introduce yourself
 - Share your name,
 - Indicate where you joining us from,
 - Share your professional role, and
 - Indicate how you are interacting with students at this time.



Using the Formative Assessment Process to Enhance Student Learning in an Online Environment

April 23, 2020



Welcome and Webinar Etiquette



- Mute your audio if lines are open
- Turn off your video to save bandwidth
- Use the chat feature to post thoughts and ask questions
- Be an active participant
- Be respectful
- Provide feedback
- This session will be recorded (including all use of the Chat)

Welcome; Introduction of Presenters



- Kathy Dewsbury-White, Michigan Assessment Consortium
- Tara Kintz, Michigan Assessment Consortium
- Ellen Vorenkamp, Wayne RESA
- Kim Young, Michigan Department of Education

What is the MAC?



An education assessment-focused, non-profit organization.

A statewide consortium, governed by a volunteer board, serving our LEA's, ESEA's, education associations, SEA, and community.

Mission of the MAC is to improve student learning and achievement through a system of coherent curriculum, balanced assessment and effective instruction. We do this by *collaboratively by*:

- Promoting ***assessment knowledge & practice***
- Providing ***professional learning***
- Producing and sharing assessment ***tools and resources***

The MAC Believes...



Assessment Literacy is essential for those making important decisions about students, educators, and educational systems based on student data. Yet, evidence shows that too few educators understand the fundamental concepts and procedures of educational testing. Even fewer policy-makers, students, and families understand the important role of assessment in helping all students achieve at high levels.

The MAC actively engages state and national leaders in exploring what it means to be assessment literate. We continuously develop resources to support assessment knowledge, dispositions, and performance among each education stakeholder group.

FAME Project



- Since 2008
- Learning Team – Coach model
- Team continues to meet during the school year and locally determined
- Teams are encouraged to stay together for 3 years
- Learning Guide and website resources
- Learn, connect, practice and reflect

Session Outcomes



1

Promote a shared understanding about formative assessment practices and processes

2

Identify the mindset needed to engage students using the formative assessment process in an online environment

3

Provide a tool for planning instruction, emphasizing learning targets and feedback gathering that focuses on evidence of student understanding

4

Suggest a set of technology tools aligned to FAME components and elements

Formative Assessment Defined



Respond in the chat box to the following question:
What is your current understanding of formative assessment?

How does FAME define the formative assessment process?



“Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.”

(CCSSO FAST SCASS, revised June 2017)

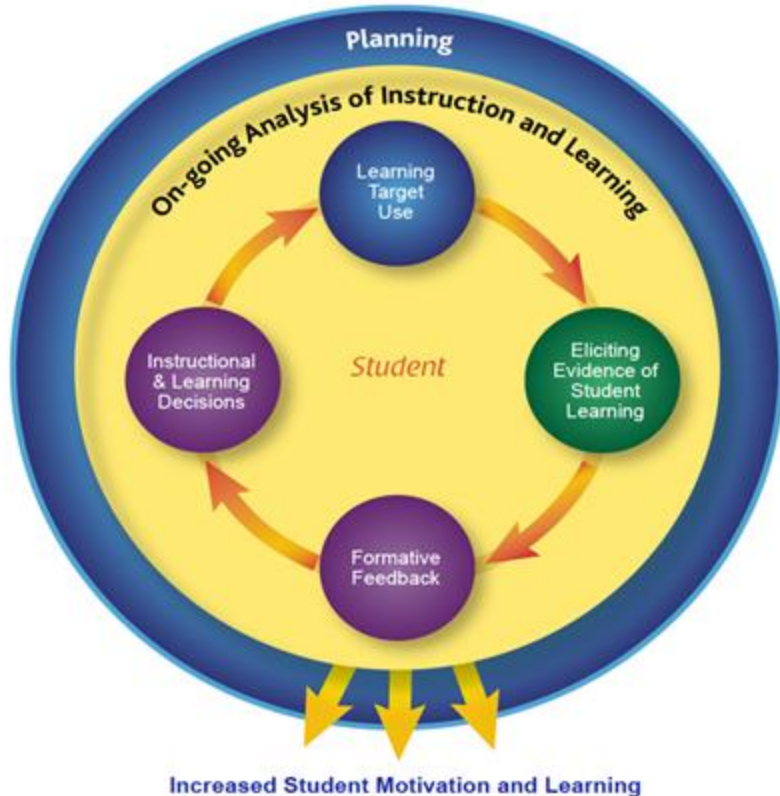
FAME Components



The Formative Assessment Process

Formative Assessment Guiding Questions:

- Where are we going?
- What does the student understand now?
- How do we get to the learning target?



Where are we (student and teacher) going?

- Planning
- Learning Target Use

What does the student understand know?

- Eliciting Evidence of Student Learning

How do we (student and teacher) get to the learning target?

- Formative Feedback
- Instructional and Learning Decisions

Guiding Questions	FAME Components and Elements
<i>Where are we (teacher and students) going?</i>	<p>Planning</p> <p>1.1—Instructional Planning: planning based on knowledge of the content, standards, pedagogy, formative assessment process, and students.</p> <p>Learning Target Use</p> <p>2.1—Designing Learning Targets: the use and communication of daily instructional aims with the students</p> <p>2.2—Learning Progressions: connection of the learning target to past and future learning</p> <p>2.3—Models of Proficient Achievement: examples of successful work for students to use as a guide.</p>
<i>What does the student understand now?</i>	<p>Eliciting Evidence of Student Understanding</p> <p>3.1—Activating Prior Knowledge: the opportunity for students to self-assess or connect new ideas to their prior knowledge</p> <p>3.2—Gathering Evidence of Student Understanding: use of a variety of tools and strategies to gather information about student thinking and understanding regarding the learning targets from <i>all</i> students</p> <p>3.3—Teacher Questioning Strategies: the intentional use of questions for students to explain their thinking or to connect their idea to another student’s response</p> <p>3.4—Skillful Use of Questions: a focus on the purpose, timing, and audience for questions to deliver content and to check students’ understanding</p>
<i>How do we (teacher and students) get to the learning target?</i>	<p>Formative Feedback</p> <p>4.1—Feedback from the Teacher: verbal or written feedback to a student to improve his or her achievement of the learning target</p> <p>4.2—Feedback from Peers: feedback from one student to another student about his or her learning in relation to a learning target</p> <p>4.3—Student Self-Assessment: the process in which students gather information and reflect on their own learning in relation to the learning goal.</p> <p>Instructional and Learning Decisions</p> <p>5.1—Adjustments to Teaching: teachers’ daily decisions about changes to instruction</p> <p>5.2—Adjustments to Learning: students’ use of feedback for improvement.</p>

Mindset



Respond in the chat box to the following question:



Which image best represents your current level of comfort teaching in an online environment? Place your number in the chat box



1



2



3



4

Mindset



“Making major changes does not necessarily mean that teachers need to learn afresh how to teach. Instead, they need to use their existing skills and knowledge differently for a new purpose.”

–Margaret Heritage

Planning Template



Respond in the chat box to the following question:

How are you currently determining what students need to know and be able to do?

Importance of Planning



“A planned process: formative assessment involves a series of carefully considered, distinguishable acts on the part of teachers or students, or both.”

—James Popham

Planning Template: Example



Standard(s):

Learning Target(s):

Success Criteria:

Tasks/activities/strategies to help students meet the learning goal

Formative opportunities in tasks/activities/strategies to gather evidence of student learning

Questions to gather evidence of student learning

Opportunities to offer Feedback (Teacher to Student/Student to Student/Student to Self)

Technology Tools



Respond in the chat box to the following question:

What roadblocks have you faced as you've tried to formatively assess students in your new remote setting?

Our Presenters



- Jonathon Schreur has been an educator for 7 years, spending his first year teaching abroad in a public brick and mortar school in Korea. For the past five years, he has been teaching at Michigan Great Lakes Virtual Academy as a world history, economics, and contemporary world issues teacher. Jonathon has been a member of FAME (Formative Assessment for Michigan Educators) for almost four years, this being his first as a Coach. During previous summers, he has enjoyed leading and facilitating cross-cultural travel experiences for high school students.
- You can contact Jay at jschreur@k12.com



Our Presenters



- Lindsey Howe has been an educator for 14 years. She spent her first eight years teaching in two different brick and mortar schools. For the past six years, she has taught at Michigan Great Lakes Virtual Academy, where she started as an English 9 and SAT prep teacher, moved into career development, and then began her current role as the high school literacy coach. Lindsey has been a FAME member for almost four years; this is her first year as a Coach. Lindsey has worked for many years to advocate for virtual teaching and to bridge the "gap" between virtual and brick and mortar.
- You can contact Lindsey at lhowe@k12.com

Virtual 101



- **Video-** When possible, it's important that you use video in live sessions and when recording asynchronous content. When students can see you, they engage more with the content because they connect with a real person.
- **Connection-** Before and after sending content to complete, consider connecting (in some capacity) with students so that they are engaged. We often use Remind101 and Google Voice.
- **Grounding-** During live sessions, grounding activities (often bell ringers) are essential. They form connections and tell students, "I care about you and your thoughts." Focus on SEL here.
- **Brain Breaks-** Just like in a face-to-face session (maybe even more often), students lose focus, so we use brain breaks to re-focus students. We ask highly engaging questions like, "Would you rather..." and/or "What's your favorite..."

Getting into the right mindset



- First and foremost, formatively assessing students is possible in a virtual setting.
- In order for students to adapt, we the teachers need to adapt as well.
- In showing courage to adapt to this new terrain, it gives your students license to do so as well.

Getting into the right mindset



- Just like formative assessment, teaching virtually is a process.
 - First time using tools/practices is always hard.
 - Easy to get inundated with too many tools.
 - Allow some grace for yourself and your students.
- In our school, most teachers find a couple of tools that really work for them and become experts.
- We're going to share some options for you to try, and how they might specifically help you with formative assessment.

Breaking Into the Virtual World



Not unique to virtual

Choose
Content

Identify
Standards

Create
Learning
Targets

Determine
Success
Criteria

Plan for
Formative
Assessment

Determine Tools for
Formative
Assessment

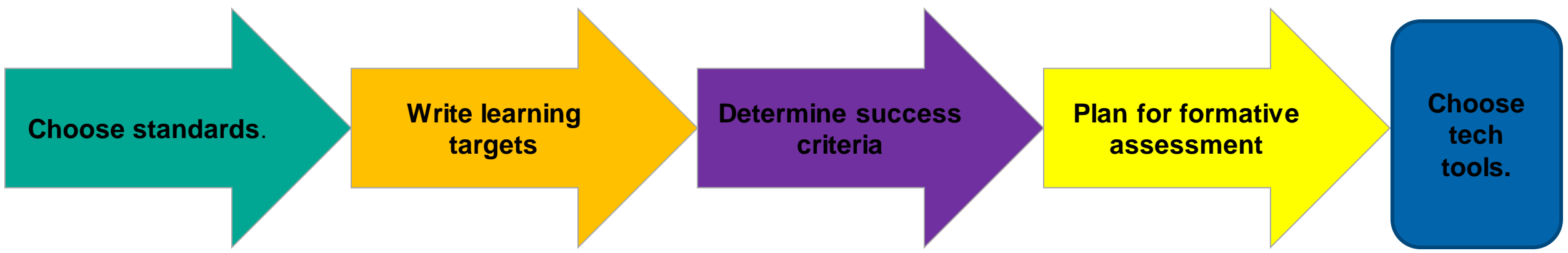
Component 1



Instructional Planning

DIRECTIONS- 1. Make a copy of the template. 2. Input items for a semester. 3. Consider placing units in their own tabs. 4. Planning can be done individually or with a PLC.	KNOW: What do you want students to know/learn?	DO: How will students show that they KNOW?	STANDARDS: What will drive your instruction?	FA Component	Formative Assessment Tools	Comments for Self: How will the data collected be used?	Students to Target: Whole group, small group, individual
Unit 1 Title _____							
Unit 2 Title _____							

Planning Tool for Virtual FA






Tech Tools and Formative Assessment




Document Link-

https://drive.google.com/file/d/1CHfm_nhNXo37bE8LSH78EI-hz9dnAdW-/view?usp=sharing

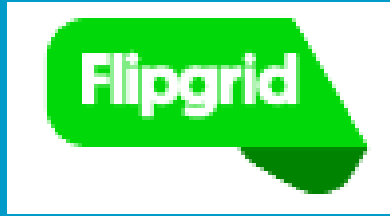




Teacher Tech Tools and Formative Assessment

Lindsey Howe and Jonathon Schreur
Michigan Great Lakes Virtual Academy

FAME Components and Elements Quick Guide			
Tech Tool	Description	FAME Component(s)	Component(s) in Practice
Screencast-o-matic Tutorial Video 	Tool Summary- This tool is perfect for people who would like to record their computer screens to share a lesson, read a book, etc. Users have the option to simply record their screens, or they can also add video of themselves as they share/record.	FAME Component 3: Eliciting Evidence of Student Achievement	Take an exemplary piece of work (student and/or teacher-created) and record explanations about what makes it exemplary. Alternatively, give students pieces of varying levels of expertise, and have them critique them, talking about specific aspects that make them effective or ineffective examples of models for success.
Flipgrid Tutorial Video	Tool Summary- Use this tool to incorporate a class discussion with your	FAME Components 3 and 4:	Create a discussion prompt regarding the causes of WWII.

SCREENCAST  MATIC



Component 3



Eliciting Evidence of Student Achievement

Eliciting Evidence of Student Understanding



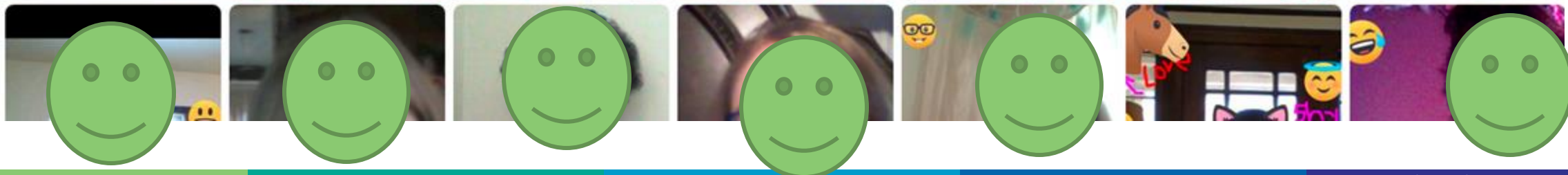
Flipgrid – Create a “grid”, students submit video responses via computer, tablet, or phone. **You can comment** or have other **students comment**. Lots of privacy settings and modeling that can be done.

Classkick – Teacher can create slides for students to complete independently. **You can monitor and give one-to-one feedback as students work**.

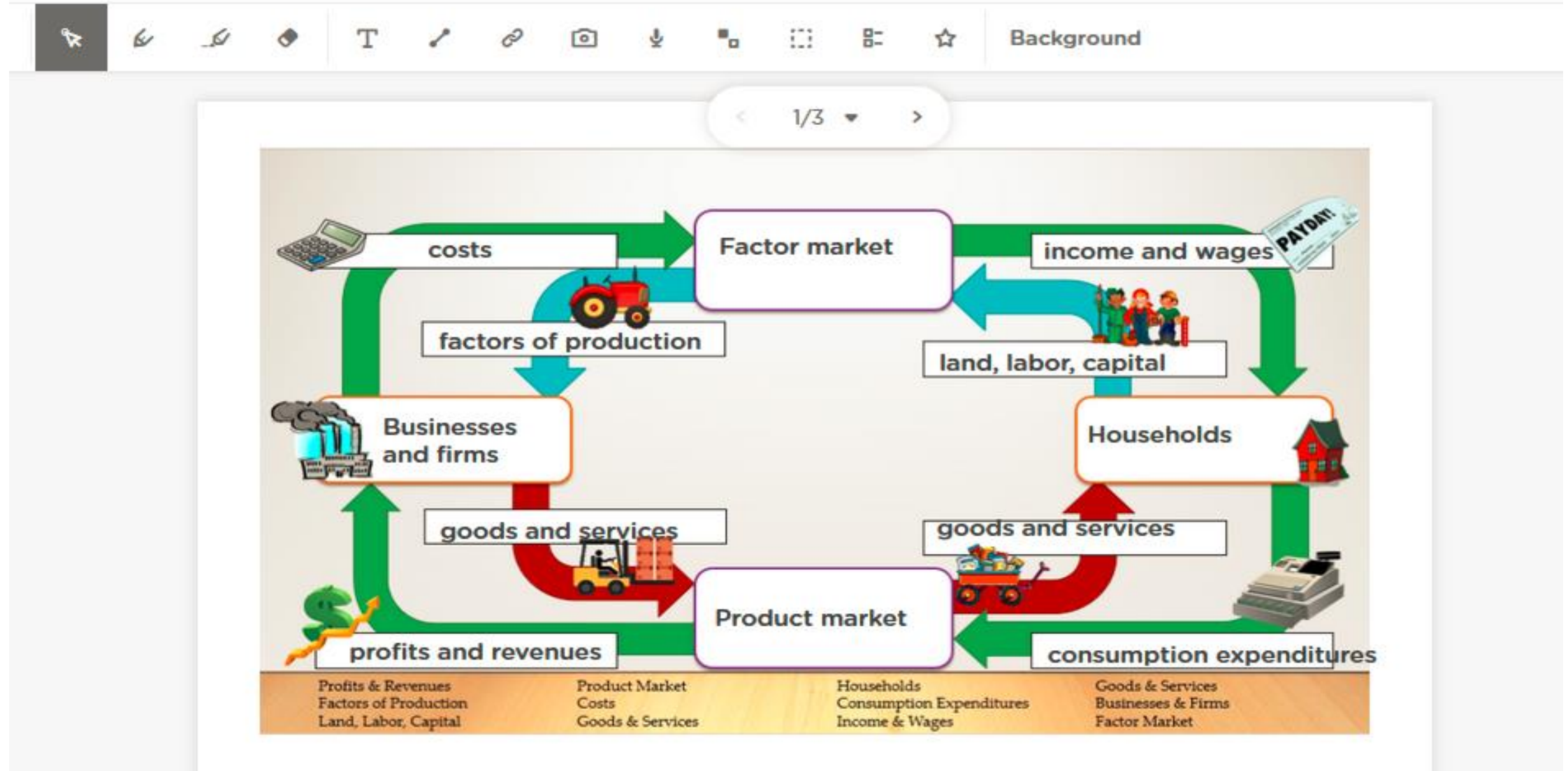
Google forms – Highly adaptable for exit tickets, choose your own adventure days, surveys, etc..

Padlet – Virtual “parking lots” for students to post their questions/responses during or after a lesson.

Flipgrid - SEL example



Classkick - Synchronous or Asynchronous activity



Google Forms - Exit Ticket Example



Please describe what the Columbian exchange was.

64 responses

The trading of plants, animals, diseases, and slaves?

It was the exchange of ideas, crops, diets, animals and people between the new and old worlds.

exchanges between the new and old world

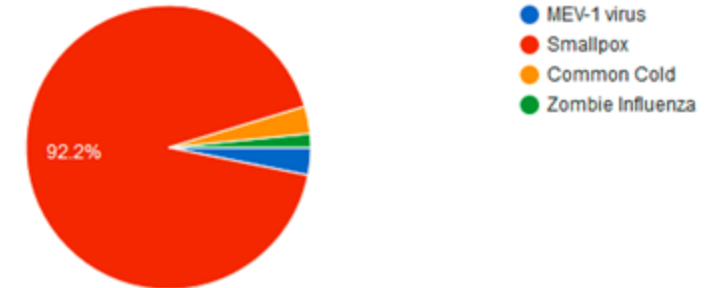
It was when columbia started trading with other countries

Was a wide spread Trade of Plants, Animals, Culture and Human populations.

An exchange of ideas, technology, goods, and diseases

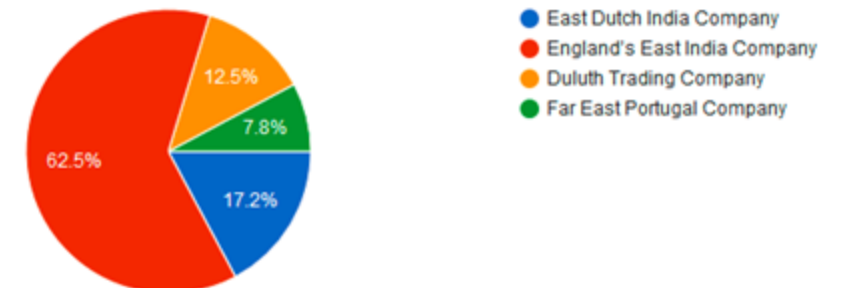
European diseases killed millions of Native Americans, which was the most devastating of those diseases?

64 responses



What joint-stock company controlled large parts of India?

64 responses



Padlet - Learning Target example



Melissa Kenney · 3d
Spanish IB Objectives/Learning Targets by Unit
Plus, help resources!

Unit 19: Professions and Ordinal Numbers	Unit 20: La ropa and Pedir vs. Preguntar & Saber vs. Conocer	Unit 21: La casa / El hogar and Making Comparisons	Unit 22: El cuerpo and Adverbs in Spanish	Unit 23: Reflexive Verbs (Los verbos reflexivos)	Unit 24: Los números de 30-1,000,000 y las palabras afirmativas y negativas
<p>Números ordinales. Nivel A1 by Agustin Iruela youtube</p>	<p>-I can talk about clothing I like and use memorized phrases in a shopping situation to ask questions and tell for what I am shopping.</p> <p>-I can describe what asado and chimichurri are and where it is common.</p> <p>-I can describe clothing using colors and sizes.</p>	<p>Vocab for el hogar/la casa</p> <p>La casa Learn Spanish with interactive flashcard... spanishdict</p>	<p>-I can identify parts of the body and say what hurts.</p> <p>-I can use -mente as appropriate on adjectives to convert them to adverbs.</p> <p>-I can identify some idioms and characteristics of Argentinian dialect of Spanish.</p>	<p>-I can define some reflexive verbs, use them appropriately with the correct reflexive pronoun and describe a person's daily routine.</p> <p>-I can say who Eva Perón is.</p> <p>-I can write about my daily routine.</p>	<p>-I can use the numbers from 30-1,000,000 including to say the year in Spanish.</p> <p>-I can use affirmative and negative words in Spanish as appropriate.</p> <p>-I can describe some natural wonders of Argentina.</p>
<p>Argentina</p> <p>Travel Guide to Argentina Argentina is one of the jewels in the Lat... youtube</p>	<p>Clothing and expressions for shopping</p> <p>La ropa en español: vocabulario, adjetiv...</p>	<p>Las comparaciones en espan-ol</p> <p>Comparisons of Inequality - StudySpani... The written lesson is below. Links to quiz... studyspanish.com</p>	<p>Notice all the cognates between Spanish and English!</p> <p>Partes del cuerpo El cuerpo hace referencia a la estructura ... partesdel</p>	<p>Los verbos reflexivos en una canción</p> <p>Reflexive verbs in a song!</p> <p>Reflexive Verbs Made Easy With a Song!... safeyoutube.net</p>	<p>ast Transcripts</p> <p>Numbers in Spanish 1-1000: Learn Span... Regardless if you are thinking about flirti... learningspanishforbeginners</p> <p>More on numbers to one million!</p>

Waterfall Activity Model



If you're having synchronous classes, a quick and easy check for understanding can be to conduct a ***“waterfall”***.

1. **Present a question/prompt to your class**
2. **Give them a set amount of time to answer**
3. **Everyone enters into chat at the same time**

Our waterfall prompt - My “coworkers” have been.... (insert what funny thing your kid/pet/spouse has been doing while you work from home)

 Flipgrid Quizlet habitica Voice classkick ClassDojo

Component 4

Formative Feedback

Guiding Principles



- **Plan**
 - Know your purpose
 - Learning targets and success criteria based on standards
- **Collect Evidence**
 - Choose a couple of tools to collect evidence
- **Provide feedback**

Allow grace for yourself and your students in this unprecedented time.

Questions and Answers



What questions might you have for our presenters?

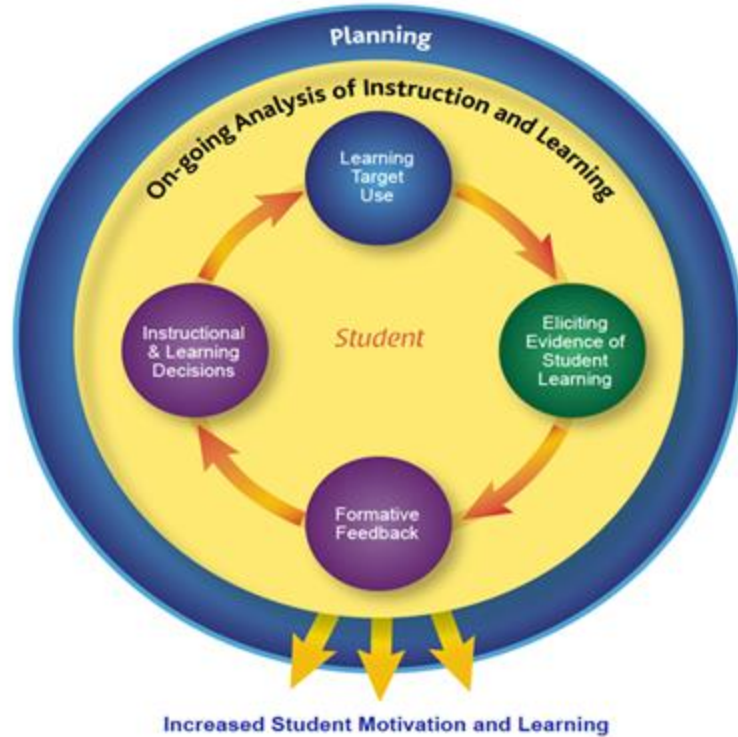
Write them in the chat box and we will pick a few to discuss.

Questions not answered during this time, will be responded to and replies will be emailed to participants...

The Formative Assessment Process

Formative Assessment Guiding Questions:

- Where are we going?
- What does the student understand now?
- How do we get to the learning target?



Exit Ticket

Respond in the chat box to the following question:

What part of the formative assessment process are you looking forward to beginning to integrate into your online teaching?

Webinar Location



- Once the webinar is finished and rendered, it will be uploaded to the MAC website and available for viewing; the link and information on upcoming events will be communicated to each participant, via email.
- Don't forget to check out the other valuable resources on the MAC website:

<https://www.michiganassessmentconsortium.org>

- and the FAME website:

<https://famemichigan.org>

Interested in Becoming a FAME Coach?



- More information on the FAME project is available online:
 - MDE Formative Assessment Process page
www.michigan.gov/formativeassessment
 - FAME public webpage
<https://famemichigan.org>
- 2020-21 New FAME Coach application:
 - <https://www.surveymonkey.com/r/NewCoachApp>
 - Application deadline: Friday, May 15, 2020.
 - Questions: contact Kimberly Young, MDE/OEAA, at youngk1@michigan.gov or 517-241-7061.

Thank you for joining us!



- A special thank you to all of you for joining us this afternoon; we appreciate your involvement. Remember we will have additional opportunities to delve deeper into this topic in the coming weeks.
- Thanks to Wayne RESA and Michigan Great Lakes Virtual Academy.

Join us for our next webinar!



May 6th from 1:00-2:30 pm

**Using Formative *Feedback* to Enhance
Student Learning in an Online Environment!**

To register:

www.michiganassessmentconsortium.org/events