

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
 - **Last timer?** What tech tool did you try and how did it go?
First timer? What are you hoping to walk away with?





Formative Feedback: Navigating the Complexity of Engaging Student Thinking

May 6, 2020



Welcome and webinar etiquette

- Please **mute your audio** if lines are open
- Please **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)

Transitions



- Webinar will require transitioning between Go to Meeting and your web browser to demonstrate various the tools.
- If you are comfortable doing this please do so, if not, you will still be able to engage in the learning.
- If you do transition, remember to get back to the webinar find and click on your Go to Meeting app in your toolbar.



Welcome; Introduction of presenters



- Tara Kintz, Michigan Assessment Consortium
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- Ed Roeber, Michigan Assessment Consortium
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- Ellen Vorenkamp, Wayne RESA
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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

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 Learning Guide

Session outcomes



1

Understand the characteristics of formative feedback

2

Recognize the impact formative feedback has on student learning

3

Attain an increased awareness of online tools that support the use of formative feedback

Recently heard



**“You can learn without
grades but not without
feedback.”**

– Ken O’Connor

April 28, 2020

*Michigan Assessment Consortium
Webinar*



Characteristics of Formative Feedback

Respond in the chat box:



What is one word that comes to
mind when you think about
effective **FORMATIVE FEEDBACK**?

How does FAME define formative feedback?



"Formative feedback, verbal and written, is provided to students to help them understand how close they are to the learning targets and what they can do to move closer. An important attribute of formative feedback is to identify not only what students are struggling with, but also what they are doing well."

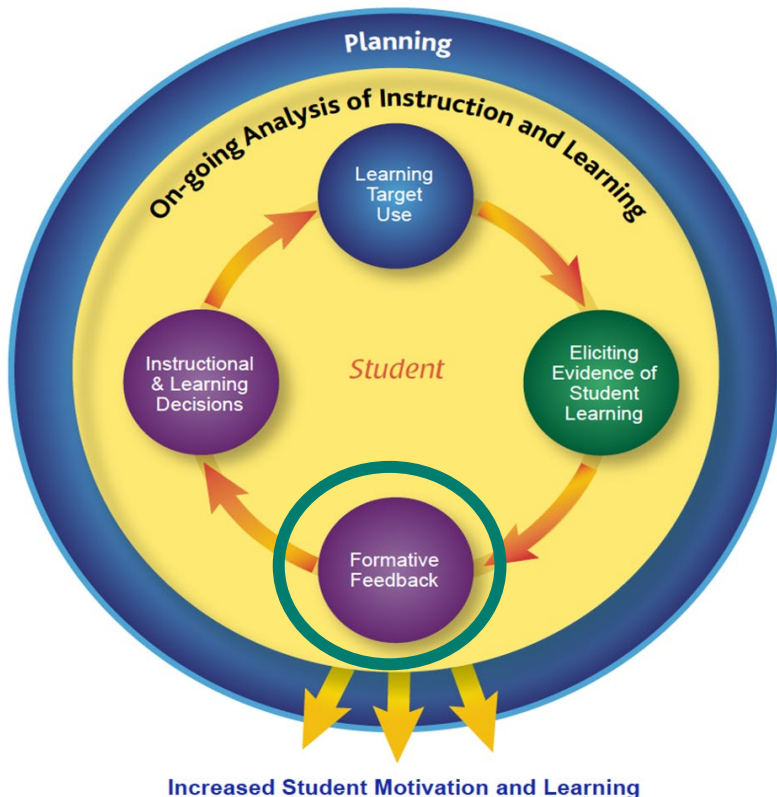
—FAME Learning Guide

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 now?

- Eliciting Evidence of Student Learning

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

- **Formative Feedback**
- Instructional and Learning Decisions

– FAME Learning Guide

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?</i>	<p>Eliciting Evidence of Student Understanding</p> <p>3.1—Activating Prior Knowledge: the opportunity for students to self-assess or</p> <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>

What does formative feedback look like?



Formative feedback...

- Relates to learning targets
- Identifies strengths and areas for growth
- Is timely—can be used to improve progress
- Must be **Descriptive**—specific, can be in the form of questions
- Must be actionable—concrete information

Formative feedback IS NOT...

- General comments
- Edits of mistakes
- Provided after learning is over — at the end
- **Evaluative** – grades, scores, checkmarks, judgements
- Theoretical and conceptual comments or brief general phrases

Nudging learning along



“Nudge”
a light touch or gentle push



Using questions as feedback



Questions to Stimulate Student Thinking

- What was your goal when you _____?
- Why is _____ an example of _____?
- What is the same and what is different about _____?
- What does that tell us about _____?
- How would you explain _____?

Importance of feedback



“When teachers regularly give feedback that does not focus on simply what is correct and incorrect, but rather values how students are articulating their ideas and making connections with both previous understanding and new ideas, students come to understand how to work toward improvement.”

– Margaret Heritage

The impact formative feedback has on student learning

Respond in the chat box:



Think of a time when the feedback you received was impactful. Why?

Impact of formative feedback



“The power of feedback is that it can help students close the gap between where they are and where they are aiming to be (the learning target).”

– Royce Sadler

Impact of formative feedback



Feedback can be directly related to

- **content or the task** in which the student is engaged with,
- the **underlying processes**, learning tactics or strategies students engage in to complete the task, and
- how students **self regulate** while learning, behaviors such as self-monitoring, goal setting, reflective thinking, decision making, planning, plan enactment, self-evaluation and management of emotions arising as a result of behavior change.

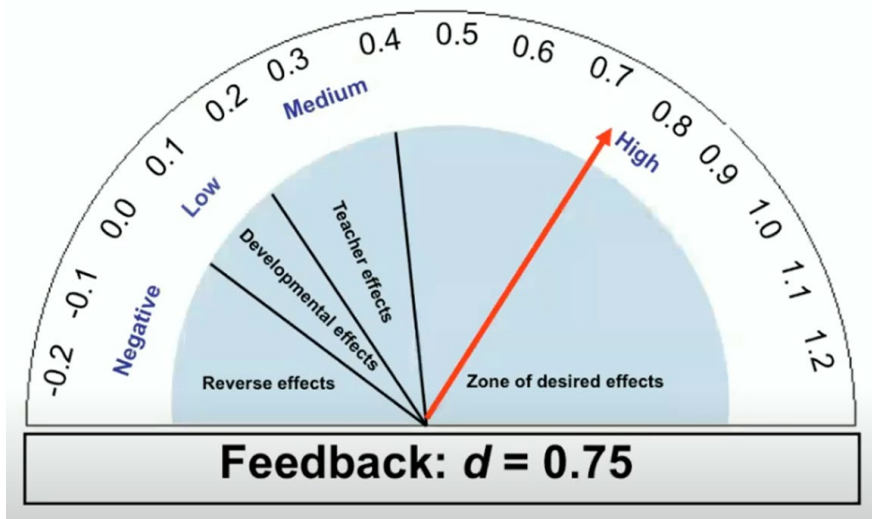
Impact of formative feedback



“In almost every list of effect sizes for ‘treatments’ influencing student achievement, feedback is at or near the top of those treatments which have greatest effect on student learning. Large effect sizes (such as 0.7-1.0 or even higher) are commonly calculated for the effect of teacher feedback on student performance.”

– Stephen Dinham, 2008

Hattie's High Leverage Strategies



- 1.44 Student Expectations
- .90 Formative Evaluation for Educators
- .90 Teacher Credibility in the Eyes of the Students
- .82 Classroom Discussion
- .75 Feedback**
- .75 Teacher Clarity
- .74 Reciprocal Teaching
- .72 Teacher-Student Relationships
- .69 Metacognitive Strategies (Self and Peer Assessing)**
- .67 Vocabulary Programs
- .64 Self-Verbalization/Self-Questioning
- .61 Problem Solving Teaching

Impact of formative feedback, self and peer



“One study on formative assessment and the effects on students who are learning to write indicated an average effect size for feedback of 0.87 from adults, of 0.62 from self, of 0.58 from peers, and 0.38 from computers.”

– Graham, Hiebert, & Harris, 2015

Impact of formative feedback, self and peer



“Self- and peer-assessment is not likely to come easily or naturally to students in academic settings. However, teachers can help students develop as self and peer assessors through establishing processes and routines that help support learners’ development.”

– Ontario Ministry of Education, 2007

Implementing self & peer assessment



Structures	Strategies
Prepare students to engage	<ul style="list-style-type: none">• Ensure learning target and success criteria are clear and discussed• Explain expectations as a resource• Create class culture of growth and reflection
Provide rubrics, guidelines, or other criteria to guide students	<ul style="list-style-type: none">• Provide rubrics, checklists, or visual anchors and clearly defined tasks
Model and explicitly teach the process	<ul style="list-style-type: none">• Model and teach the process and skill• Provide descriptive and actionable feedback (peer)• Model by doing “think aloud” that demonstrates internal thinking (self)
Facilitate opportunities for students to engage in the process and receive feedback	<ul style="list-style-type: none">• Scaffold learning with practice one step at a time and providing feedback that brings awareness of what went well and what may need improvement
Ensure students have time to reflect on feedback and use it to improve their skill and/or work.	<ul style="list-style-type: none">• Provide opportunities to revise their work and set goals for future learning

– FAME Learning Guide

Four Stages of Feedback



1. At the beginning stage, students receive no feedback or the feedback is mainly evaluative (e.g., correct/incorrect or “good job”).
2. At the next stage, some feedback is descriptive, but it is too directive (essentially gives the answer) or too vague (not “actionable”—student doesn’t understand what to do next).
3. At the third stage, feedback is descriptive and actionable, focusing on both the outcome of the task (the answer) and how the student arrived at the answer (the process).
4. At the fourth stage, feedback is descriptive and actionable, focusing on both the outcome and the process. The teacher monitors students’ understanding of the feedback and scaffolds their revisions.

In the chat box indicate, in general...



What stage describes your current practice (or the practice of teachers you support) and what moves could move practice to a new stage?

Planning template: example



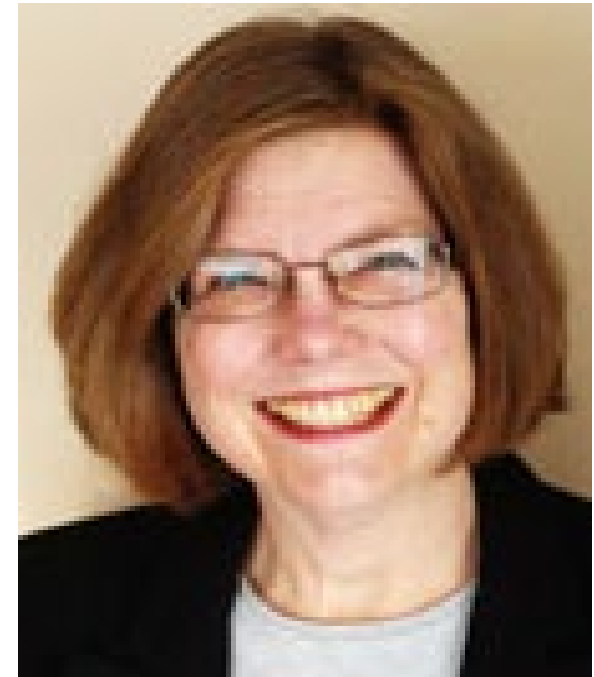
Standard(s):	
Learning Target(s):	Success Criteria:
Tasks/activities/strategies to help students meet the learning goal	
Formative opportunities in tasks/activities/strategies to gather evidence of student learning	
Questions to gather evidence of student learning	
Opportunities to offer Feedback (Teacher to Student/Student to Student/Student to Self)	

Impact of feedback



“... can be very powerful if done well. The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor.”

– Brookhart, 2008



I'm thinking of a number...



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.





Formative Feedback

Respond in the chat box to the following question:

What roadblocks have you faced as you've tried to provide formative feedback to your 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..."

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-

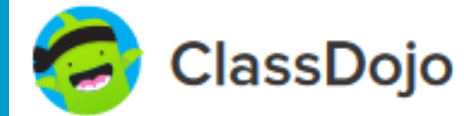
https://drive.google.com/file/d/1CHfm_nhNXo37bE8LSH78EI-hz9dnAdW-/view?usp=sharing



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.

The Flipgrid logo is a green speech bubble with the word "Flipgrid" in white text.The Quizlet logo is a purple rectangle with the word "Quizlet" in white text.The habitica logo is a purple rectangle with a white winged cat icon and the word "habitica" in white text.The Voice logo is a white rectangle with a green speech bubble icon and the word "Voice" in black text.The classkick logo is a green rectangle with a white hand icon and the word "classkick" in white text.The ClassDojo logo is a white rectangle with a green and yellow cartoon character icon and the word "ClassDojo" in black text.

Component 4

Formative Feedback

You can play along or sit back
and watch the magic happen.
Either way, buckle up!

Archive of MGLVA Examples-
https://docs.google.com/presentation/d/1QaPUtiJT9AYQQxJGC_ofESC5jRg7-4_KrjCg-dd2T6I/edit?usp=sharing

Let's model some techniques!



4.1- Feedback from Teacher

4.3- Self-assessment

A screenshot of the Classkick web interface. The left sidebar shows the user "Mrs. Howel" and navigation links for Assignments, Rosters, Notifications, and Profile. The main area is titled "Assignments" and contains a table with three rows of assignments. A green arrow points from the "Assignments" header to a dropdown menu that is open, showing options like "New Blank Assignment", "Create From File", "Browse Assignment Library", and "Create Folder".

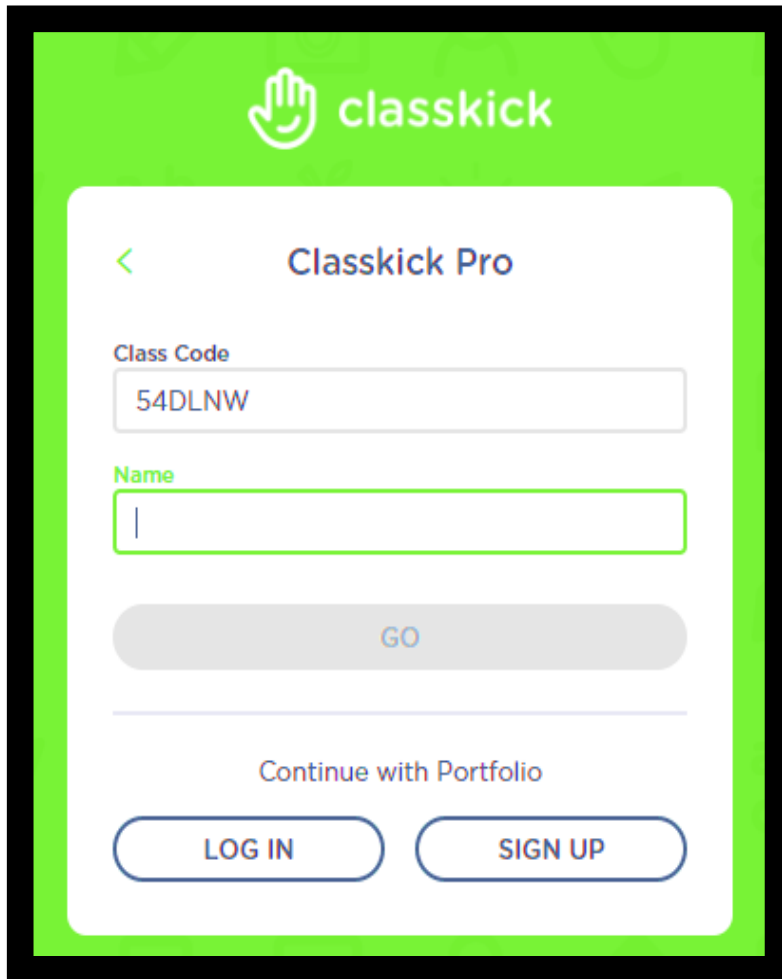
Name	Last Modified
Annotate a Text Practice	10/30/2019
Assignment 1: Students Checking Out Classkick on Day 1	08/12/2019
Welcome Back to School	08/12/2019

Learn how to **import your existing lessons** into Classkick

Let's try it!

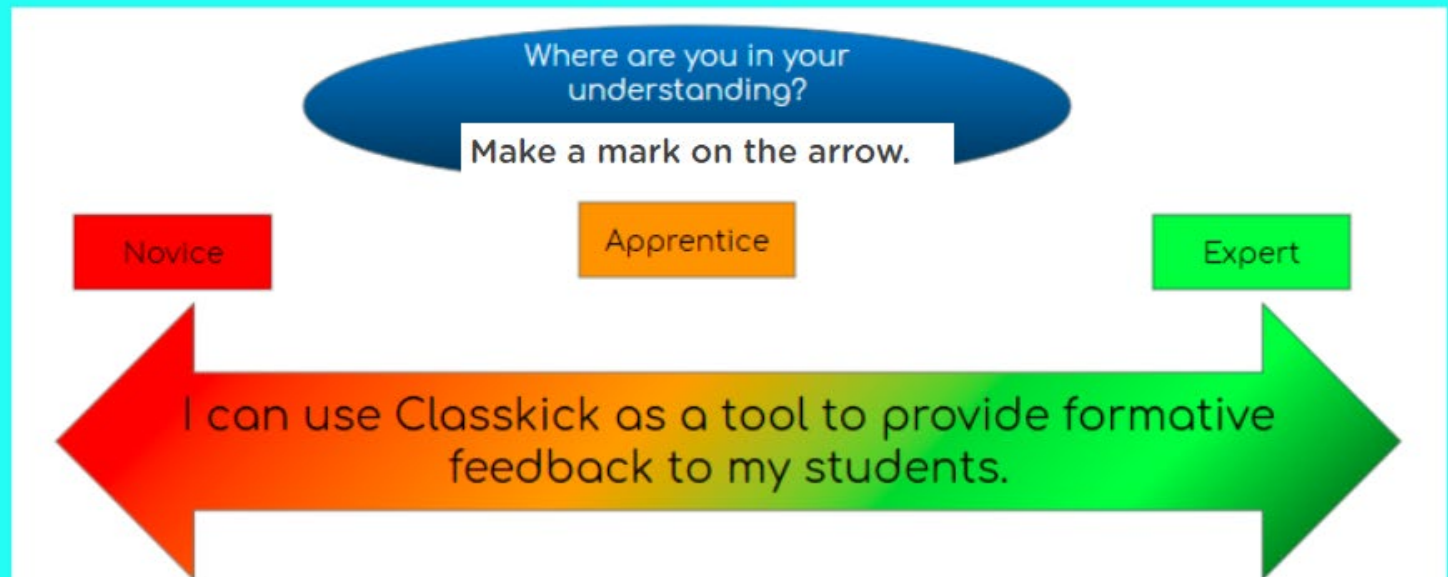
4.3 Self Assessment

This is what participants see when they login to Classkick.



The image shows the Classkick Pro login interface. At the top is the Classkick logo (a hand icon) and the text "classkick". Below this is a header "Classkick Pro" with a back arrow. The main form has two input fields: "Class Code" with the value "54DLNW" and "Name" which is empty. Below these is a "GO" button. At the bottom, there is a link "Continue with Portfolio" and two buttons: "LOG IN" and "SIGN UP".

4.3- Self-assessment



Classkick Link and Code



<https://app.classkick.com/#/login/54DLNW>

Code 54DLNW

Brain Break!



Two options to answer:

1. Type your answer into the chat box.


OR

2. Circle your answer on the Classkick slide.


BRAIN BREAK

Would you rather have the power to...

Circle your choice on the screen.
Be ready to explain your choice.



BE INVISIBLE



FLY

Get feedback!



The screenshot shows a presentation slide titled "4.3- Self-assessment". The slide content includes a self-assessment scale with three levels: Novice (red box), Apprentice (orange box), and Expert (green box). A large horizontal arrow with a red-to-green gradient spans the width of the slide, containing the text "I can use Classkick as a tool to provide formative feedback to my students." A blue oval above the arrow asks "Where are you in your understanding?" and instructs "Make a mark on the arrow." A hand-drawn bracket is under the text in the arrow. On the right side, there is a "Help Center" sidebar with two buttons: "PLEASE HELP" (yellow) and "PLEASE CHECK" (green). A green arrow points from the slide content to the "PLEASE CHECK" button. The sidebar also contains the text "Your messages will appear here!".

4.1- Feedback from Teacher



Add stickers
to work.

A screenshot of the Classkick web application interface. At the top, there's a navigation bar with buttons for "Formative Feedback" (with a dropdown arrow), "54D LNW" (with a link icon), "View All Slides" (with a dropdown arrow), "Students A-Z" (with a dropdown arrow), "Filters" (with a filter icon), and "Stickers" (with a star icon). Below this, there are two tabs labeled "1" and "2", both showing "0 pts". The main area displays a presentation slide on the left and a large grey rectangle on the right. The slide has a blue header with a hand icon and a green arrow. At the bottom of the main area, there is a text prompt: "Have students log in with Class Code: 54D LNW". A black speech bubble with the text "Add stickers to work." points to the "Stickers" button in the top navigation bar.

Economics class example

Classkick offers a wide variety of opportunities to give feedback.

You can...

- Provide individualized feedback via text, stickers, audio recordings.
- Option for teacher to allow peer feedback as well.


Comparative Advantage

Edit Assign View Work

HST 413 Economics DB5 7YZ Slide #1 Students A-Z Filters

Sam, as well as who has the comparative advantage for each product. Please raise your hand or private chat me if you need help.

OPPORTUNITY COST AND COMPARATIVE ADVANTAGE

 A [redacted] can you explain how you reached your answers?

Linda

Opportunity Cost of 1 Twinkie: 1/4 Oreo

Opportunity Cost of 1 Oreo: 4 Twinkies

Sam

Opportunity Cost of 1 Twinkie: 3 Oreos

Opportunity Cost of 1 Oreo: 1/3 Twinkle

Who has the comparative advantage in Oreos? Sam

Who has the comparative advantage in Twinkies? Linda

— / 0 Pts

0:39

OPPORTUNITY COST AND COMPARATIVE ADVANTAGE

Linda

Opportunity Cost of 1 Twinkie: 1/4

Opportunity Cost of 1 Oreo: 1/4

Sam

Opportunity Cost of 1 Twinkie: 3

Opportunity Cost of 1 Oreo: .333

Who has the comparative advantage in Oreos? Linda?

Who has the comparative advantage in Twinkies? sam

Linda twinkles $10/40 = 1/4$
Linda oreo $40/10 = 4$

Sam twinkie $30/10 = 3$
Sam oreo $10/30 = .33$


— / 0 Pts

A [redacted] A [redacted] BASIC

1/4 Oreos

Directions- Using the graph, find out the opportunity costs for both Linda and Sam, as well as who has the comparative advantage for each product. Please raise your hand or private chat me if you need help.

OPPORTUNITY COST AND COMPARATIVE ADVANTAGE

 A [redacted] great work figuring out the CA! LT #1 has been crushed! Now, in a sentence, how would Sam and Linda trade?

Linda

Opportunity Cost of 1 Twinkie: 1/4 Oreos

Opportunity Cost of 1 Oreo: 4 Twinkies

Sam


Opportunity Cost of 1 Twinkie: 3 Oreos

Opportunity Cost of 1 Oreo: 1/3 Twinkies

4

Directions- Using the graph, find out the opportunity costs for both Linda and Sam, as well as who has the comparative advantage for each product. Please raise your hand or private chat me if you need help.

OPPORTUNITY COST AND COMPARATIVE ADVANTAGE

 A [redacted] without showing your work it's difficult to see where you struggled. Can you describe your steps that led to your answers?

Linda

Opportunity Cost of 1 Twinkie: 4

Opportunity Cost of 1 Oreo: 1

Sam

Opportunity Cost of 1 Twinkie: 1

Opportunity Cost of 1 Oreo: 3

Yes, it had short arms, but it's 5-8 tons in weight can crush you if it doesn't get you with its sharp teeth first!



KILL T-REX BY SOLVING THIS QUADRATIC EQUATION FOR X:

$$2x^2 + 23 = 14x$$

Move the pieces that you need into place to form your answer.

-14

14

$\sqrt{12}$

$\sqrt{23}$

$$x = \frac{7 \pm \sqrt{3}}{2}$$



Nice job solving that quadratic equation! +1

Add customized (silly) stickers.

Use rubric-like stickers.

I created checklist style feedback stickers like these for writing:

PERSONAL TARGET >>>

Revise your writing.

Your writing is off topic.

- ☐ Go back and follow the directions in step 3.
- ☐ Then, include each of the items that must be included in the "Identify It" sentence of your paragraph.

PERSONAL TARGET >>>

Revise your writing.

Identify It

- ☐ I answered the question
- ☐ I included the key topic from the prompt.
- ☐ I used most of the words from the prompt.

PERSONAL TARGET >>>

Revise your writing.

Prove It

- ☐ I included at least ONE direct quote from the text.
- ☐ My quote proves my answer is correct.
- ☐ I used a transition/sentence starter such as "According to..." or "Paragraph I says..."
- ☐ I used quotation marks

PERSONAL TARGET >>>

Revise your writing.

Bring It Back Around

- ☐ I explain how my evidence proves or supports the topic in the first sentence.
- ☐ I use information from my head to help explain.
- ☐ I use a sentence starter such as "This proves that..." or "Clearly, this proves..."

4.2- Feedback from Peers



Make a padlet

Start with a blank ...

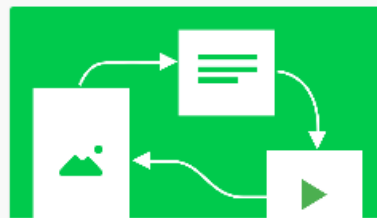


Wall

PREVIEW

Pack content in a brick-like layout.

SELECT



Canvas

PREVIEW

Scatter, group, and connect content in any way.

SELECT



Stream

PREVIEW

Streamline content in an easy to read, top-to-bottom feed.

SELECT

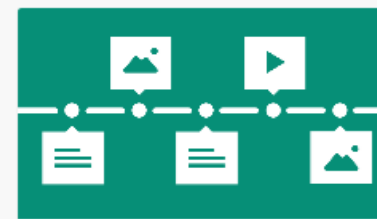


Grid

PREVIEW

Arrange content in rows of boxes.

SELECT



Padlet examples



1908, Henry ford comes out with his Model T car, which is so affordable and reliable, that everyone buys this car, resulting in temperature.

GRADE

2 comments

I like that you mentioned that Industrial Revolution, I also agree that the is a HUGE cause in the climate change and the industry, cars, etc only grew from that. Nice work!
-Chelsea

Nicole Kantz 1yr
Good work on these arguments. Were you able to find further back chart for your past temperatures. That might make that argument more convincing.

padlet

Lindsey Howe + 6 • 6mo

Acts of Kindness/Compassion

Please describe and/or include a picture of an act of kindness that you took part in this week. Remember, NO ACT OF KINDNESS IS TOO SMALL.

John, Emily C. and Ashlee W. helped in Spanish IA tutoring yesterday for me. I had a meeting and they were willing to help! Gracias :)

~Sra. Kenney

1

Add comment

Encouragement for a classmate

After a fellow student had trouble with Spanish, I sent them a pm of encouragement.

Anonymous 563865165436 563865165436 8:42 AM

Logan, even if you are afraid of mispronouncing something, it is okay. We are all trying to learn this and no one is going to be able to pronounce everything perfectly. Good job sticking in there and making sure you can say that phrase correctly!

Logan 563865318795 563865318795 8:43 AM

thanks

3

2 comments

McKenzie 7mo

Thanks, Adam! You are so right! Whatever our first language is, in my case English, it did not come out perfectly when I started speaking it. Why would it be any different for Spanish? It takes practice which I know all my students can do. :)

Kindness on Ordinary Days

I always make sure to pause for anyone who wants to proceed first (ex. when encountering an intersection between aisles in a store) in grocery/department stores. And I don't forget to smile :)

I used to rake my neighbors lawn after I rake ours, but just wait till the leaves fall this year :) Last year I used to shovel my neighbors lawn, and I will again this year when the snow starts falling ❄️❄️

5

2 comments

Lindsey Howe 7mo

A smile has the power to do powerful things. I am glad to hear that you help

Kindness to My Mom

Today, I am giving my wonderful mom a break, she gets super busy and I wanted to make it up to her. I made my siblings lunches before hand, helped them get their homework done, got everything ready for them to get out the door today. My mom was so happy! The day isn't over and I want to do more for her today. :)

3

2 comments

Lindsey Howe 7mo

This is the epitome of actions speak louder than words. I am sure that your mother is grateful for your help.

Brandon White 7mo

Kindness from my wonderful family and me.

Over the weekend, I fed my baby brother some noddles so I can be kind to him and watch TV together. I always to be kind open the door for someone in my life.

By:Di

4

3 comments

Lindsey Howe 7mo

I am sure that your brother appreciated the time that he could spend with you.

Anonymous 7mo

I love this! That time, even if its just minutes will stay with him forever

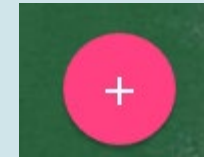
Let's try it!

4.2 Feedback from Peers

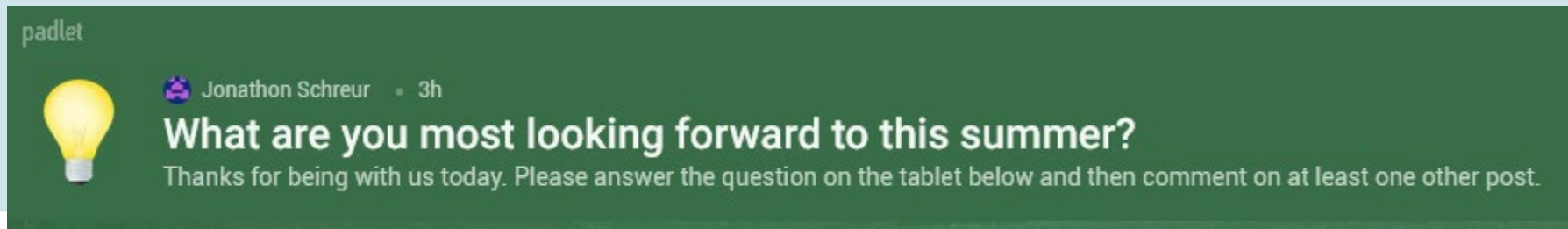


Directions:

1. Click on the padlet link in the chat box.
2. Create your own post answering the question.
3. Comment on at least one other post.
4. After you finish, feel free to read through the other responses on the padlet.




Question:







Flipgrid is a way for students/staff to answer a question/prompt using video.



Share your favorite book title!


Mar 19, 2018  Flip Code: [3b5fa1](#)  [Add Topic Guests](#)

As you know, MARCH IS READING MONTH! To celebrate, we would love to hear from our staff and students. Create a 1 1/2 minute [max., not min.] video that answers the questions below.

What's your favorite book? Why?



* Once your video is submitted, I will have to make it active, so it will not show up right away.









*You do not have to have the book on hand to talk about it. We want to hear about all of the great books that MGLVA staff and students have read.



17 Responses

0 replies 180 views 4.6 hours of shared learning

 [Print QR Codes](#)  [Export Data](#)

<input type="checkbox"/> Actions	Name	Date	Replies	Feedback	
<input type="checkbox"/>  	Lisa Mannor 2 views	Mar 21, 2018	-	-	Active  Share Actions 
<input type="checkbox"/>  	Michele Schafer 5 views	Mar 20, 2018	-	-	Active  Share Actions 

Virtual Is my CHOICE because...

Mar 3, 2019

PROMPT

On March 19th, virtual educators are going to come together at the state capitol to meet with lawmakers. We will be your voice that day. We will advocate for your choice and the need to support and vote FOR virtual education. We understand this choice is not for everyone, but we also know that it should be a CHOICE. Help us by using your voice to tell us [and our policy makers] why virtual education was [and still is] your CHOICE.

Tip: Consider why students deserve the right to CHOOSE virtual.



24 Responses 0 Replies 809 views [11.4h of shared learning](#)

[Random](#) [Slideshow](#)



Abby B.



Melissa K.



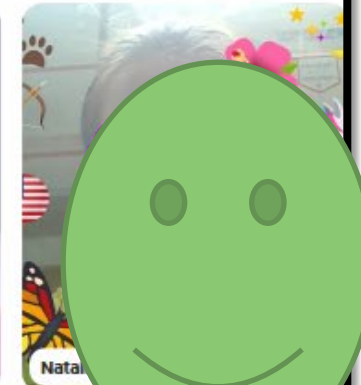
Dana M.



Maria T.



Lindsey H.




Natali


Add a response.

Flipgrid Example









Global Climate Change




Aug 31, 2018

 Flip Code 

 [Add Topic Guests](#)

 Share

Actions ▾



Welcome to our Global Climate change debate grid. Please use this time to video your stance on Global Climate change. You Must support it with 2 pieces of evidence. You have 5 minutes, so plan accordingly.

After you have posted be sure to check out others posts and respond with comments or another video.

Tip: Share your stance, support with 2 pieces of evidence

- During this activity, students created videos regarding climate change in an environmental science class.
- After creating their own videos, students provided feedback to peers.

Comments

Add detailed feedback for 

Why are the growing seasons intensifying a negative thing?

Great work pointing out the interactions in the ecosystems and how the coral reefs affect us even though we are not directly connected

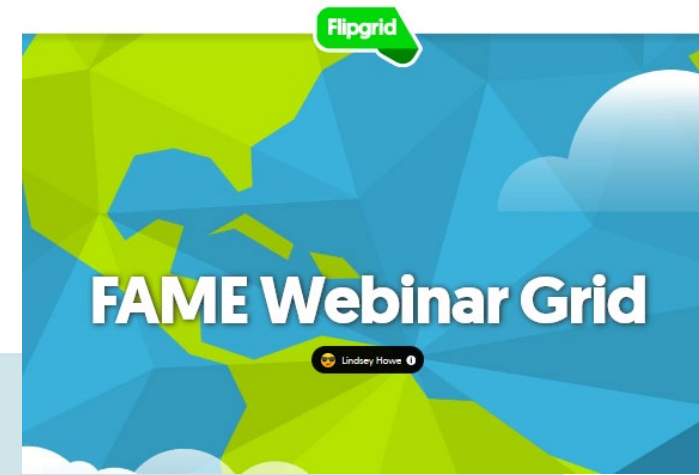
527 / 1024

Share Feedback

Students can visit my.flipgrid.com to view the feedback. You can also email or copy the link directly to students.

Let's try it!

4.2 Feedback from Peers

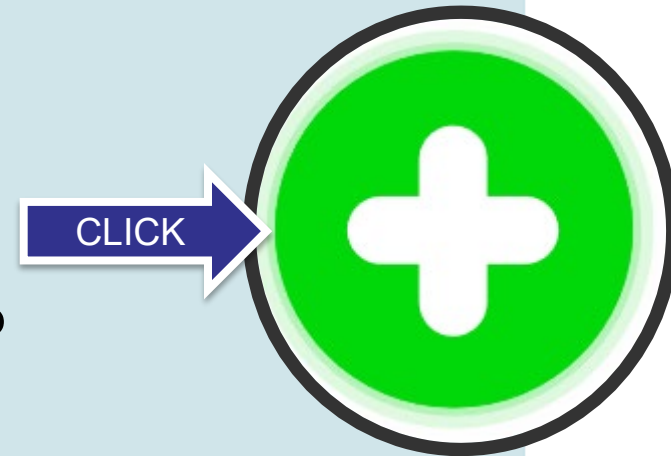


Directions:

1. Click on the Flipgrid link in the chat box.
2. Enter the password. **FAME2020**
3. Create your own video answering the question below:

What has been one positive aspect of quarantine?

4. Comment on at least one other video.
5. After you finish, feel free to watch the other videos that were created.



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**
 - Related to learning targets, descriptive, actionable, timely
- **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.

Exit ticket



Respond in the chat box to the following question:

What new idea related to formative feedback are you looking forward to integrating into your online teaching?

Webinar location



- Once the webinar is finished and rendered, it will be uploaded to the event page on the MAC website 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.

Join us for our next webinar!



Creating and Implementing Online Learning Lessons with Student Engagement in Mind

- Teachers are now faced with planning and delivering instruction in an online environment, and doing so in a manner that engages students. Some teachers who are now teaching virtually may be struggling to do this well.
- The MAC, with the assistance of Michigan Great Lakes Virtual Academy instructors, has planned several activities to show how this can be done; you might find this helpful, now and into the next school year.
- Video recordings of online instruction in an elementary and a secondary online class will be posted, and then there will be a “coffee hour” opportunity for teachers to interact with the instructors in order to answer your questions about teaching virtually. Recordings will be posted in early June.
- **Virtual Office Hour** - A live “office hour” session to answer your questions will be held **Tuesday, June 16, 1-2 pm EDT.**
- Because you registered for today’s webinar, an invitation to register will be emailed to you and an event page will be available with more information soon at www.MichiganAssessmentConsortium.org/events.

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.