Today’s Session is

Today’s session is not *really* sponsored by Target. Why is she saying this?
Worth The Risk
Feedback, Formative Assessment, and Growth Mindset

Presentation by
Cathy Hill

Access handouts at
Fill Me In

Action Plan

Please take a quick survey.
https://www.surveymonkey.com/r/L96J5VK

Share your plan with your neighbor while everyone finishes.
Driving Question

Why is restructuring my class to include feedback, formative assessment, and growth mindset worth the risk?
We now live in a culture of feedback.
Cultural Changes

Agricultural Age
   “Natural” Feedback

Industrial Age
   Receiver of Feedback

Information Age
   Gatherer of Feedback

Conceptual Age
   Synthesizer of Feedback
CULTURE OF FEEDBACK
What implications does this have for our students?
OBJECTIVES

Participants will be able to
1) discuss the value of meaningful feedback, formative assessment, and growth mindset in the classroom,
2) access appropriate, free digital tools that make learning strategies meaningful and manageable,
3) identify potential challenges with implementation and approaches to minimize those challenges.
Did You KNOW?

1872

2017
Is your feedback a little “QWERTY”?

“87”

“Good job”

“I will return your tests within 2 class periods.”
How do you move beyond QWERTY?
MEANINGFUL FEEDBACK

Why? Culture of feedback; giving/receiving meaningful feedback reaches students

How? A designed formative assessment process

What? A growth mindset for the teacher and student
Meaningful Feedback in the Classroom

According to Hattie, meaningful feedback should answer these three questions:

- Where are they going?
- How are they going?
- Where to next?

(Where the “they” refers to the teacher and the student.)

Lens: Collaboration over correction
Meaningful Feedback In the Classroom

https://b.socrative.com/login/student/

Room: 64070
Meaningful Feedback through the Designed Formative Assessment Process

The PACT Feedback Loop

Learning Goal: Where am I going?

Provide Evidence
Apply Relevance
Consider Shift
Take Action

How am I going?
Where to next?
HOW?
Designed Formative Assessment Process

1) Learning Goals
Where are they going?

2) Evidence and Relevance
How are they going?

3) Shift and Action
Where to next?
Designed Formative Assessment Process

1) Learning Goals
   Where are they going?

2) Evidence and Relevance
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   Where to next?
Designed Formative Assessment Process

1) Learning Goals
   Where are they going?

2) Evidence and Relevance
   How are they going?

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   Where to next?
"Retrieval practice using daily no- and low-stakes quizzes may be a powerful memory enhancer, and may produce more gains in long-term retention than repeated studying. In addition, repeated “light” quizzing is especially effective when immediate feedback with correct answers is given to students."

~*The critical role of retrieval practice in long-term retention* by H.L. Roediger and A.C. Butler
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Choosing the right tool--for you, your students, and the assessment--is critical to success! **GOOGLE DOC - SHARE**
# Evidence and Relevancy

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<thead>
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<th>Skill Target Quizzes – Formative Assessments</th>
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Designed Formative Assessment Process

1) Learning Goals
   Where are they going?

2) Evidence and Relevancy
   How are they going?

3) Shift and Action
   Where to next?
### Shift and Action

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Skill Target #3: I can use rectangles and trapezoids to accumulate area and to estimate the area under a curve.

11. The following is a *time-velocity* graph of an object whose velocity is decreasing as time increases.

<table>
<thead>
<tr>
<th>t (minutes)</th>
<th>v(t) (ft/min)</th>
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</table>

a) Find an estimate of the area under the curve using trapezoids and 3 subintervals indicated by the data in the table. Draw the trapezoids and show the method used to compute the sum.
In two elements of a designed formative assessment process answer question, "How am I going?"

Provide Evidence and Take Action
Consider Shift and Take Action
Provide Evidence and Apply Relevance
Apply Relevance and Consider Shift
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Shift</th>
<th>Action</th>
<th>Relevance</th>
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Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at pollEv.com/app

the following in the correct order to represent one cycle of a feedb
Meaningful Feedback/Designed Formative Assessment Process

Where am I going?

Provide Evidence
Take Action
Consider Shift
Apply Relevance

How am I going?

Where to next?

SPEED LIMIT 25
YOUR SPEED 23
WHAT HAPPENED AS A RESULT?

Students
- Responsible for learning
- Risk-taking
- Confidence and enthusiasm

Teacher
- Awareness of individual student learning
- Informed instruction

GROWTH MINDSET
Strategies for Developing a Growth Mindset

1) Set small, achievable goals and provide feedback to encourage consistent progress.

2) Praise of process and strategies, not intelligence.

3) Focus on the value and process of learning, not on grades.
Meaningful Feedback & Formative Assessment

1) Where am I going? Learning Goals
2) How am I going? Evidence and Relevancy
3) Where to next? Shift and Action

Strategies for Developing a Growth Mindset

1) Set small, achievable goals and provide feedback to encourage consistent progress.
2) Praise of process and strategies, not intelligence.
3) Focus on the value and process of learning, not on grades.
Some things to think about...
IMPLEMENTATION
It’s all in the approach

Student Preparation
Campus Considerations
Parent Communication

To Really Learn, Quit Studying and Take a Test
Redos and Retakes Done Right
The critical role of retrieval practice in long-term retention

Your Conviction
  ● Time
    ○ In Class
    ○ Personal
  ● Commitment
  ● Problem Solving
  ● Technology
Driving Question

Why is restructuring my class to include feedback, formative assessment, and growth mindset worth the risk?
WORTH THE RISK
Feedback, Formative Assessment, and Growth Mindset

One Last Question...
resonated with you today? What still concerns you? (Answer separately, please!)
WORTH THE RISK

Feedback, Formative Assessment, and Growth Mindset

Q & A

NOTE: From Sched, you have the ability to rate the session and leave comments. To access the survey, select this session and tap Feedback Form.


https://www-01.ibm.com/software/data/bigdata/what-is-big-data.html


