TRY IT OUT
COMPANION GUIDE

MISSISSIPPI
DEPARTMENT OF
EDUCATION

TECHNOLOGY INTEGRATION

The MDE does not officially endorse any specific technology standards or models of teaching with technology. However, the resources provided within this companion guide are made available to assist educators and school and district leaders with the integration of technology into classrooms, schools, and school districts. Local schools have discretion over which technology partners and products are used in their districts. For legal advice regarding technology services, please contact your local school board attorney.

FORMATIVE ASSESSMENT & FEEDBACK

1 Allot time for students to identify and correct errors on formative assessments.

2 Create sentence stems or checklists for students to use when providing peer feedback.

3 Use digital tools to provide teacher or peer feedback in audio or video format.

4 Assist students with setting goals and monitoring their own progress based on formative assessments and feedback.

TRY IT OUT

1 Allot time for students to identify and correct errors on formative assessments.

GET READY
DEFINING THE PRACTICE

Formative assessments are powerful tools that identify and correct students' misunderstandings during the learning process. Teachers are responsible for daily evaluation, reviewing, and grading of assessments to enhance student learning, making the use of digital tools for assessment imperative in order to make this process more manageable and effective. Digital assessments not only support teachers in their ability to provide specific and timely feedback on student performance, but these technologies also provide students with opportunities to plan next steps in their learning process as they may quickly identify and correct their errors.

GET SET
UNDERSTANDING THE WHY

When educators allow time for students to identify and correct errors on formative assessments, students are better able to understand and learn from their mistakes, so they can then use this knowledge to improve future performance. Analyzing errors requires students to think critically about their own thinking. This type of metacognition and self-reflection is a powerful tool for improving student learning. The correction process also encourages a growth mindset in students, framing mistakes as opportunities for improvement rather than permanent failures. By correcting their own errors, students can take ownership of their learning. They are able to monitor their own work and understanding and are better equipped when they face similar problems again in the future.

GO

IMPLEMENTING IN THE CLASSROOM

In order to successfully implement the identification and correction of errors during formative assessments, consider the following process:

1 IDENTIFY DIGITAL TOOLS FOR ASSESSMENT

Digital tools for assessment are a powerful option to consider when supporting students as they identify and correct errors. Identify digital tools that may be used for formative assessment, determining how data is collected and reported within this tool. Make a plan for how you will share this data with students in a timely and effective manner to support corrective actions to improve upon misunderstandings. Potential tools to consider for formative assessments include:

- ► **Microsoft Forms**
- ► **Google Forms**
- ► **Kahoot!**
- ► **Nearpod**
- ► **PearDeck**
- ► **Quizzizz**
- ► **Socrative**
- ► **Seesaw**
- ► **Blooket**
- ► **Plickers**

2 EXPLAIN HOW STUDENTS MAY USE FEEDBACK TO IMPROVE

Before beginning the assessment, communicate to students that they will have the opportunity to identify and correct their errors later, so students know exactly what to expect. Help students understand that when we take the time to correct and learn from our mistakes, we can use this knowledge to improve our learning in the future. Building this understanding will not take place during one single conversation. Rather, discussions about self-reflection, metacognition, and growth mindset should take place throughout the year.

3 DELIVER TIMELY AND SPECIFIC FEEDBACK

Once students have completed the assessment, ensure that they receive feedback as soon as possible. Feedback should indicate areas where the student did well and areas where they can still grow and improve. Feedback could be auto-generated by a digital tool, in a traditional written format, or you might consider providing audio or video feedback (see Formative Assessment & Feedback: Try it Out Activity 3).

4 PROVIDE TIME FOR STUDENTS TO USE FEEDBACK TO CORRECT ERRORS

Designate a specific time during class for students to reflect on and correct their errors on the formative assessment. You might set clear expectations to guide their work, such as, "explain the mistake you made, redo the problem correctly, and explain why your new solution is correct." Encourage students to reflect on their next steps as learners, using some or all of the following questions to guide reflection:

► Which concepts and topics do I understand best?

► Which concepts and topics are still challenging to me?

► Why did I make this error?

► What resources are available to help me learn about this challenging concept?

► What can I do next to help me learn and improve?

► How will I know when I have mastered this concept or topic?

► What can I learn about myself as a learner from this experience?

GRADE BAND
CONSIDERATIONS

PreK - 2nd Grade

PreK-2 students will require additional support as they learn to identify and correct their own errors. First, utilize think-alouds to model how you correct your own mistakes. You might then introduce and practice this process within small group work times, such as during center rotations. This process allows students opportunities to build the metacognitive and self-reflective skills that are required for this task within one-on-one or small group settings, so they can receive individualized feedback as they learn.

3rd - 5th Grade

In 3rd-5th grade, students can begin working more independently as they identify and correct errors, but they can still benefit from some scaffolding throughout the process. After students have received feedback on a formative assessment, consider creating an activity requiring students to respond to the feedback by sharing one reaction, one area for clarification, or one action step they plan to take to correct mistakes. This activity helps students understand the connection between feedback and improvements on their formative assessments.

Middle School

At this age, prepare students to engage in more self-directed work. Utilize the branching method in Forms (**Microsoft** or **Google**) to provide immediate feedback if an incorrect answer is selected. With branching, students are taken to an additional resource such as videos, online tutorials, or mini-lessons if they select a wrong answer. Once the resource has been reviewed, students are taken back to the question to correct their error. This method provides students with immediate feedback, enabling them to independently identify and correct mistakes during formative assessments.

High School

High school students are more equipped to make the process of reviewing and correcting their errors a regular part of their learning routine. This means that students can take more ownership over the process and make choices in how they analyze their performance on assessments. This might take place during independent work, or they might choose to instead work with peers to explore and discuss possible action steps in response to feedback on assessments.

RESOURCES

Digital Learning Best Practices Deep Dive: **Utilize Digital Assessments**

Digital Learning Best Practices Deep Dive: **Transforming Feedback**

Getting Students to Engage With Feedback

TRY IT OUT

2 Create sentence stems or checklists for students to use when providing peer feedback.

Peer feedback is an important component of formative assessment practices in the classroom. As students engage in discussions about their work with classmates, they can use the feedback from their peers to improve performance and deepen their understanding of content. Involving students in the feedback process has the added benefit of building a positive classroom culture in which learners support each other and take ownership over their own learning. However, it can be difficult for students to provide meaningful peer feedback because they often lack clarity and guidance on what to focus on during the process. Sentence stems or checklists are a helpful tool to provide necessary scaffolding and support as students learn to provide effective peer feedback in a digital space. Well-designed checklists ensure that students provide clear, specific, and actionable feedback, which ultimately improves learning in the classroom.

ESTABLISH
YOUR PURPOSE

Before creating the checklist, spend some time reflecting on your purpose for this task. What specific skills or concepts will students focus on? What criteria will students use to evaluate their peers' work? What are the expectations for the feedback that students provide? These important decisions will guide students as they share feedback with their peers. The checklist you create should align with your established purpose. Some possibilities include:

- Identifying strengths
- Making constructive suggestions for improvement
- Asking questions to seek clarification
- Sharing recommendations for further development of the work
- Ensuring that students have successfully fulfilled all requirements for an assigned task

- Aligning the sentence stems/checklists to the rubric that will be used to evaluate the completed work
- Providing related resources or ideas to support learning
- Communicating feedback with a positive and supportive tone

CREATE
SENTENCE STEMS OR CHECKLISTS

Based on the decisions made about learning goals and criteria, create sentence stems/checklists that students can use to guide the feedback they share with peers. Focus on creating a sentence stems/checklists that clearly outline specific items for students to complete or address within their feedback. Depending on student age and readiness, you might invite learners to co-create the sentence stems/checklists by engaging in discussions about what type of feedback would be most useful for them for the given task. For younger learners, consider developing generic sentence stems/checklists that can be utilized across a variety of assignments. This will give students an opportunity to build deep familiarity with the sentence stems/checklists as they develop their peer feedback skills. Some examples of these sentence stems/checklists are provided in the resource section below.

INTRODUCE & UTILIZE

The completed checklist is now ready to be utilized by students. You might consider first testing the sentence stems/checklists with a small group of students to identify any needed adjustments before implementing it with all learners. When introducing the sentence stems/checklists to students, explain the purpose and how to use it during the feedback process. Younger learners will require more support as they learn to use the sentence stems/checklists. In order to provide this scaffolding and guidance, you might:

- Provide examples and non-examples of effective feedback based on the sentence stems/checklists.

- Model how to use the sentence stems/checklists.

- Work collaboratively as a class to provide feedback on samples of student work, using the sentence stems/checklists as a guide.

- Practice following the sentence stems/checklists guidelines by first writing feedback on paper before moving into a digital space.

RESOURCES

Sample Checklists for Peer Feedback

Elementary Glow & Grow Sentence Starters

Peer Feedback: Making It Meaningful (Catlin Tucker)

Guiding Peer Feedback with a Feedback Chat (Tony Vincent)

A Framework for Teaching Students How to Peer Edit (Edutopia)

Teaching Kids to Give and Receive Quality Peer Feedback (Edutopia)

Teaching Students to Give Peer Feedback (Edutopia)

Giving Peer Feedback Helps Writers Grow (Edutopia)

TRY IT OUT

3 Use digital tools to provide teacher or peer feedback in audio or video format.

Effective feedback is a powerful strategy to support and enhance student learning. When it is specific and timely to the learning experience, it supports students' understanding of what needs to be improved upon to attain a set goal. Additionally, involving learners in the process helps them better analyze and apply the feedback they receive. Feedback can be given in a variety of ways. Audio and video formats are excellent alternatives to traditional written methods, as they allow reviewers to quickly leave timely personalized feedback that can lead to impactful growth and improvement.

| DEFINE

Prior to using digital tools to provide feedback, it is important to first define effective feedback with your students. Establishing a clear definition will support students as they use feedback to improve their work, while also supplying learners with expectations to follow when responding to the work of their peers (see Formative Assessment & Feedback: Try it Out Activity 2). As you create a definition with your students, consider the following:

- **Depth:** Comments should move beyond generic statements to instead specifically identify strengths and areas for improvement by referencing evidence from the work.
- **Timeliness:** Suggestions for improvement and ideas to enhance student work is best done as close to the learning experience as possible.
- **Next steps:** Consider providing information about actions the learner may follow to improve their work.
- **Connection**: Ensure that all feedback provided connects back to the learning target and expectations.
- **Tone:** Responses should always be kind and supportive to establish a positive community of learning.

As your class determines a definition for effective feedback, it is important that you also follow these expectations when responding to student work as a way to model and support application of the feedback.

IDENTIFY

A variety of tools are available to provide feedback in audio or video formats. Some technologies allow reviewers to leave comments on student work directly within the tool, while others will require an external link to be shared alongside the student work for access to the feedback. Depending on age and readiness, decide which tool(s) you and your students will utilize for providing feedback. Possibilities include:

- **Flip**: Create a topic inviting students to share their work. The teacher and students may provide an audio or video comment.

- **Padlet**: Invite students to post their work on a class Padlet wall. Peers may review work and leave audio or video message responses.

- **Beep**: Provide voice notes and audio feedback on Google products with this Chrome extension.

- **Seesaw**: Add audio feedback by selecting the microphone icon when commenting on student work.

- **Screencastify**: Record video feedback and share the link within a comment on any student work.

- **Loom**: Screen share and record comments as you review student work.

PRACTICE & APPLY

Once a clear definition has been created, provide opportunities for your students to practice leaving effective feedback. You may consider using **sentence starters** with younger students to guide their comments on their peers' work. The class may work together to provide feedback on work samples. You may encourage students to practice their feedback by writing a script prior to creating an audio or video response. Once students are comfortable with providing feedback, you may remove the support as students continue to build independence. Continuous application of effective
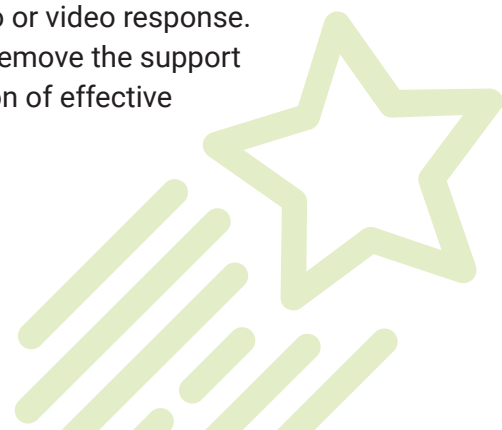
feedback practices will enhance students' learning as they evaluate learning targets in connection with their own work and the work of their peers. Utilizing digital tools to provide audio and video feedback will also enhance engagement with the content and comments shared.

Elementary Glow & Grow Sentence Starters

Teaching Students to Give Peer Feedback (Edutopia)

Giving Peer Feedback Helps Writers Grow (Edutopia)

5 Research-Based Tips for Providing Students with Meaningful Feedback (Edutopia)

Feedback Sentence Starters

10 Tools for Effective Peer Feedback in the Classroom (Ditch that Textbook)

TRY IT OUT

4 Assist students with setting goals and monitoring their own progress based on formative assessments and feedback.

GET READY
DEFINING THE PRACTICE

When setting goals, students determine specific achievements to reach within an identified time frame. As they work to attain their identified goal, students will be required to monitor their progress by reflecting on performance data and feedback. Students will make choices to support progress toward their goals by identifying their learning needs and determining which resources and actions best align with these needs. Both goal-setting and monitoring progress helps students assume an active role in their learning paths.

GET SET
UNDERSTANDING THE WHY

Setting goals and monitoring progress toward those goals supports learning by providing students with a clear roadmap toward mastery of standards. Ongoing assessment through formative evaluations and timely feedback helps students continually understand how they are performing in relation to their goals. They can use this information to identify their strengths and areas for growth and make adjustments to support their progress. Taking an active role in the process of setting goals and monitoring progress increases student ownership over learning and empowers students as self-directed learners. Teachers also benefit from having additional insight into student performance, so they are better able to align their instruction and support with student needs.

GO

IMPLEMENTING IN THE CLASSROOM

In order for goal-setting to transform learning for your students, it is important to consider the following as you implement this process in your classroom:

1 IDENTIFY RELEVANT STANDARDS OR LEARNING TARGETS

First, identify the specific learning objectives that you are targeting during this time period. The goals that students set should align with these learning objectives.

2 DETERMINE HOW STUDENTS WILL TRACK THEIR PROGRESS

As they monitor their own progress toward goals, students will need a system to track their data and reflections. Determine where this information will be maintained and how it will be organized. Some options include paper folders or binders, spreadsheets, daily reflections completed on paper or digitally, or online notebooks such as OneNote. You might also consider having students create digital portfolios to track their growth over time (see Active Learning & Engagement: Try it Out Activity 3).

3 WORK WITH STUDENTS TO WRITE GOALS

Set the stage for goal-setting by engaging in whole or small-group discussions to help students understand how setting goals supports learning. Invite students to create their own personalized goals based on their current understanding and their desired learning outcomes. The most effective goals are specific, timely, and measurable. Consider sharing frameworks with your class to guide their goal setting such as the **SMART Framework** or the **WOOP Framework**.

4 ENGAGE IN ONGOING FORMATIVE ASSESSMENT AND FEEDBACK

Continue to administer frequent formative assessments so students are able to monitor their progress toward their goals. As students complete assessments, ensure that they also receive timely and specific feedback about their performance. Provide time for students to review and reflect on their formative data and feedback in order to understand their progress.

5 ESTABLISH A SYSTEM FOR TOUCH POINTS WITH STUDENTS

While learners are working toward their goal, it is important to prioritize time for the teacher and student to discuss progress. Establish a system for meeting with students, such as during one-on-one conferences (see Active Learning & Engagement: Try it Out Activity 4), to review the goal, discuss progress, and evaluate what next steps should be made to continue advancing toward the goal. These touch points offer the added benefit of providing teachers with valuable information on how they might adjust their teaching methods to better support student learning.

GRADE BAND
CONSIDERATIONS

PreK - 2nd Grade

Additional work should be done with early elementary students to build strong foundational understandings of goal-setting and monitoring of progress toward goals. You can model and practice the process by setting goals as a class and collaboratively tracking and discussing progress each day. Natalie Klinefelter describes her methods for goal-setting with young learners in her blog post entitled **How to Get Your Kindergarten Class to Set Goals Independently**.

3rd - 5th Grade

Introduce goal setting in 3rd-5th grade classrooms through the creation of micro, or short term goals. Students will be able to practice the process of setting goals and tracking progress as they think about their learning in a smaller time frame. Consider using **WOW goals** to set short term goals as students determine what they may be able to accomplish "Within One Week (WOW)". As students accomplish these short term goals, they will take ownership of their learning and may potentially begin setting longer term goals.

Middle grade students are ready to begin building independence in the goal-setting process. Allow students opportunities to lead the conversation as they evaluate their progress toward goals. Provide support by utilizing guiding questions as you work with students to set goals, monitor progress, and reflect on growth. Ask guiding questions during these meetings, giving students the ability to lead the conversations as they evaluate their progress toward their goal, such as:

- Where are you trying to go?

- Where are you now?

- How can you close your learning gap?

- How can you challenge yourself?

- How did you progress toward your goals? Did you have clear, actionable steps?

- What were some of your wins?

- What specific and concrete actions can you take to help you reach your goal?

- How can you advocate for yourself? In other words, how can your teacher, your peers, or others guide you toward your goal?

- What do you think about your goals? Were they realistic and appropriate? Were they the most needed for growth at this time?

High School

Older students will be able to independently set goals and track progress. To give students autonomy in this process, utilize a digital calendaring tool such as **Google Calendaring**, **Microsoft Bookings**, or **Calendly**, for students to schedule time to check-in with teachers as they see a need. This will give students the opportunity to lead the conversation about their goals, including their progress and any needs for support.

RESOURCES

Guiding Students to Setting Academic Goals

How to Set Goals with Your Students This Year

SMART Goal Setting with Students

WOW Goals Template