The Power of Bouncing, Tagging, and Binning for Feedback to Advance Deeper Learning

Brent Duckor, Ph.D.
Carrie Holmberg, Ed.D.

Validity Partners

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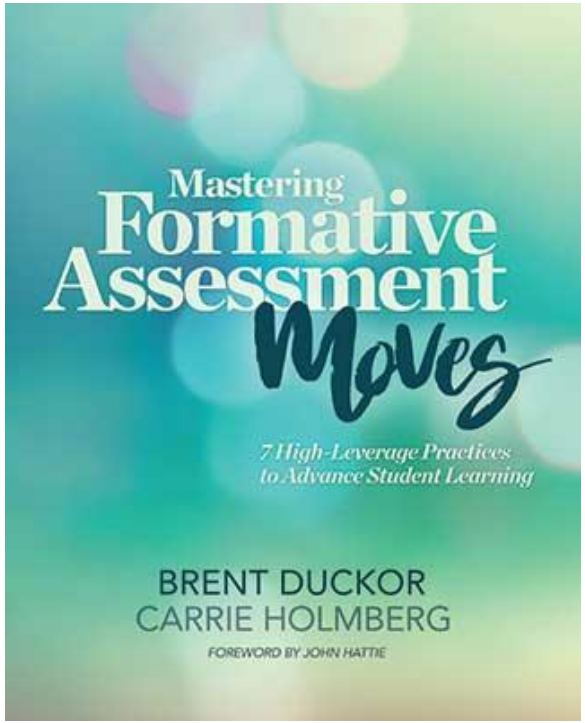
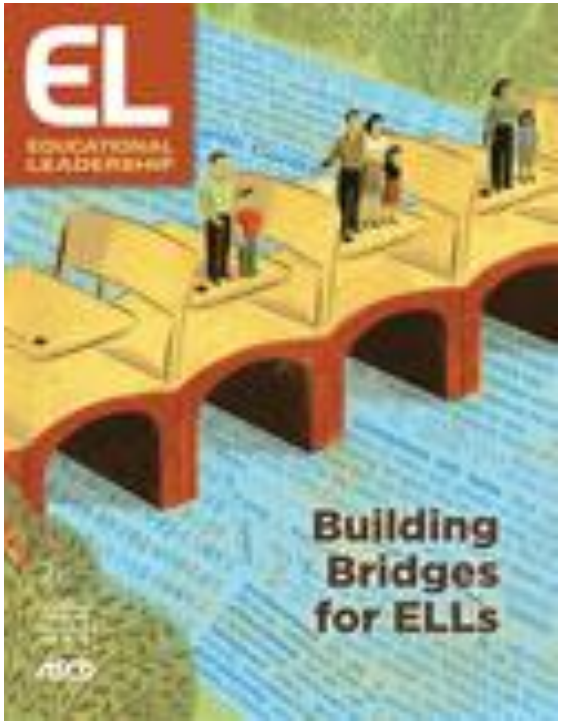
California Collaborative
for Educational Excellence

Context for Our Work





Our Backgrounds

- **Dr. Brent Duckor** is an Associate Professor in the Department of Teacher Education and Core Faculty in the Ed.D. Leadership program at San José State University.
- Taught History, Economics, Civics, and Entrepreneurship at Central Park East Secondary School in East Harlem (NYC).
- Supervise pre-service teachers and collaborate with cooperating teachers across multiple counties in Northern California.

- **Dr. Carrie Holmberg** is a Lecturer in the Department of Teacher Education at San José State University.
- Taught English Language Arts and Journalism at a Title I high school in California and was a National Board Certified Teacher for 20 years.
- Supervise pre-service teachers and collaborate with cooperating teachers in 8 subject areas across multiple counties in Northern California.

We work with ELA, math, science, art, music, P.E., social science, and world language teachers.

Welcome to the 2nd of a 3-part Webinar Series on Formative Assessment in the "Leading Forward" Initiative led by CCEE

1. The Power of **Posing**, **Pausing**, and **Probing** Moves to Advance Deeper Learning (February 24, 2-3pm)
2. **The Power of Bouncing, Tagging, and Binning Moves to Improve Decision Making During a Lesson**
3. Formative Assessment Moves to Uncover Academic Language Demands and **Support English Learners** During a Lesson **(April 21, 2-3pm)**

Poll: Situating Ourselves

1. Tell us where you are in the K-12 system.
2. Which region of California?
3. Have you done any formative assessment training previously?

Activating Prior Knowledge/Warm-up

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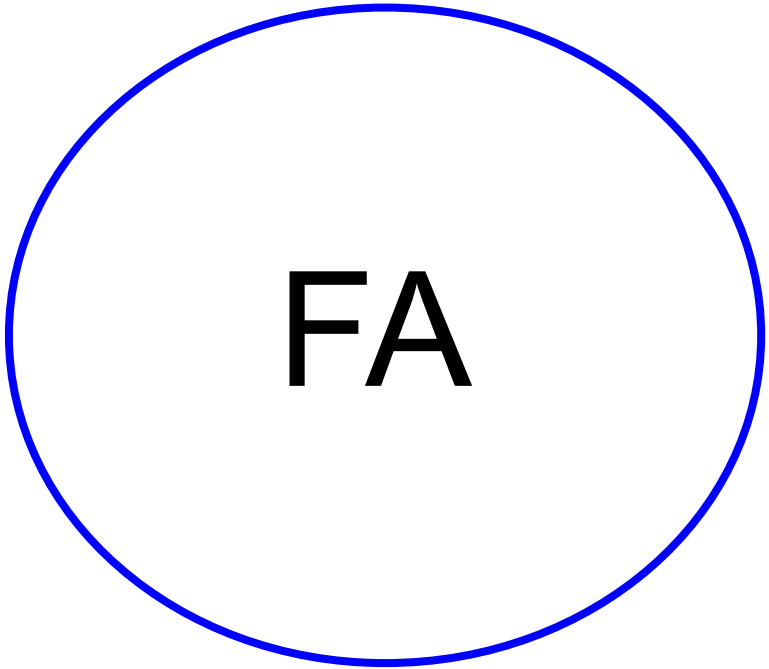
Brainstorm

What comes to mind?



Purposes Matter

Assessment of Learning

- Summative
- Proficiency-focused
- End of unit, semester, or year
- Test-taking skills
- Motivation for some
- Standard met or not met

Assessment for Learning

- **Formative**
- **Process-oriented**
- **Continuously occurring**
- **DURING a LESSON**
- **Feedback during the instructional cycle**
- **Progress and growth mindset**

What the Research Tells us

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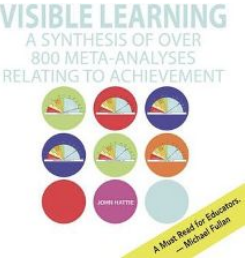
Hattie's Work Reminds us FA Still Counts



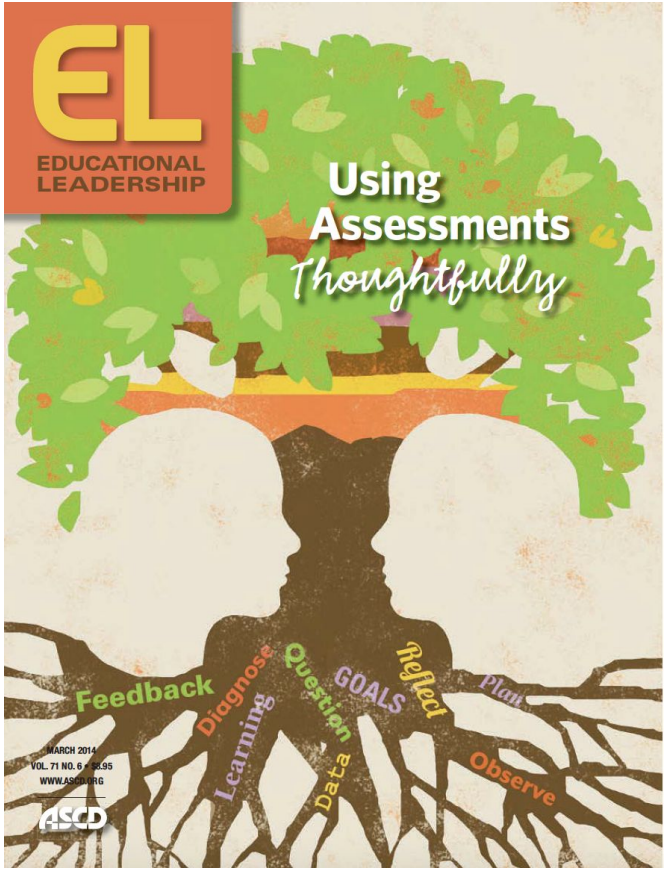
- In a massive study of over **95,000 studies**
- Formative assessment ranks 4th (out of 150) of the most **powerful educational influences** on learning
- Formative assessment is a "high-leverage" **evidence-based practice**

Bottom line: We have hard data that soft data gathered during instruction matters.

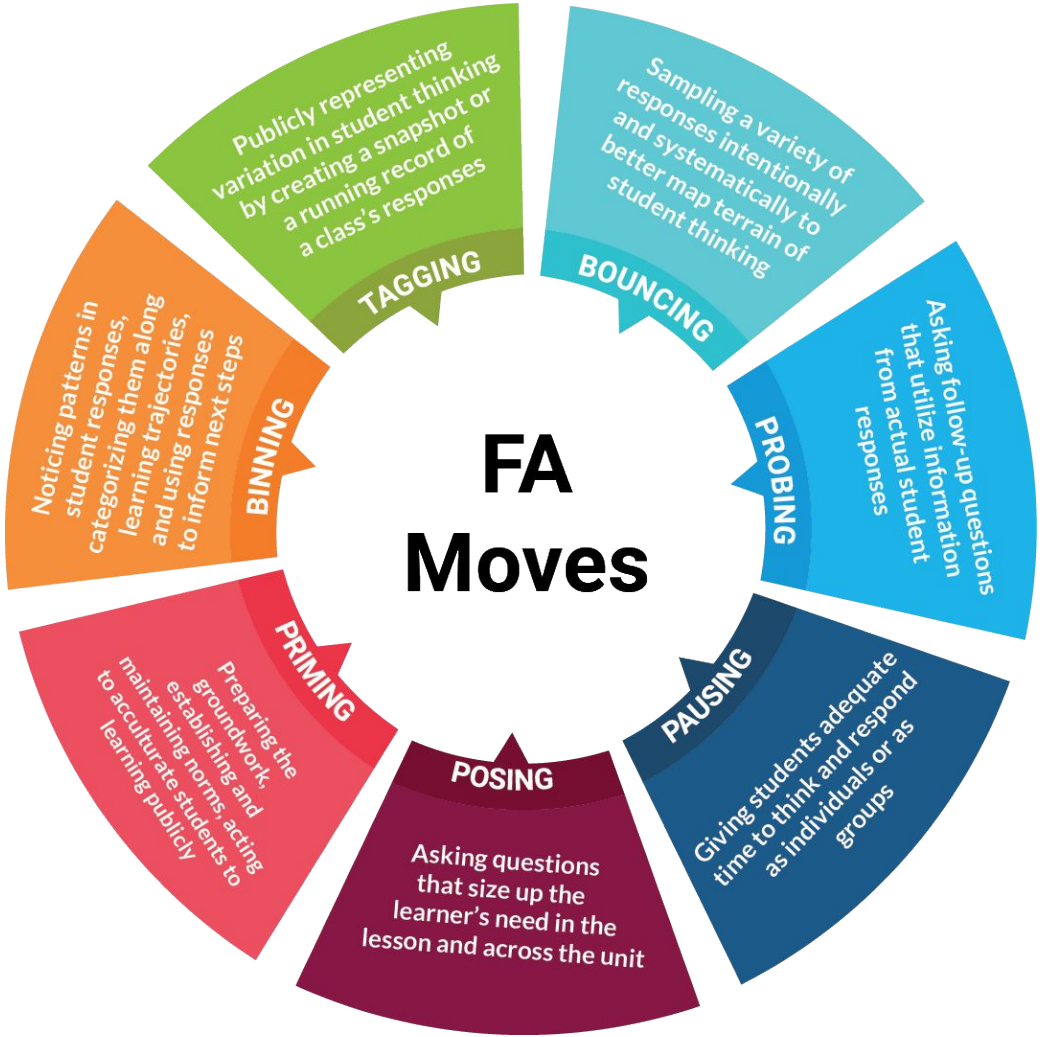
The FA Challenge (2014)

“What makes formative assessment so effective? It depends on whom you talk to. Although experts tell us that formative assessment is one of the most powerful ways to raise student achievement...

... we don’t always know **which practices** are most effective, when to deploy them, and why **a particular combination** actually worked **for a particular student** in a **particular classroom**.”

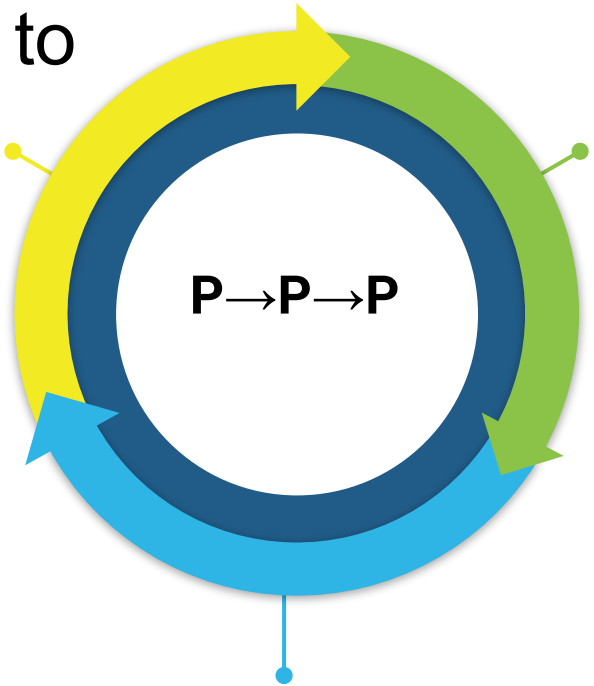


We've identified **7 high-leverage moves** to identify where students currently are, where they are going, and how to get there together



FA Moves Cycle

Posing leads to inquiry

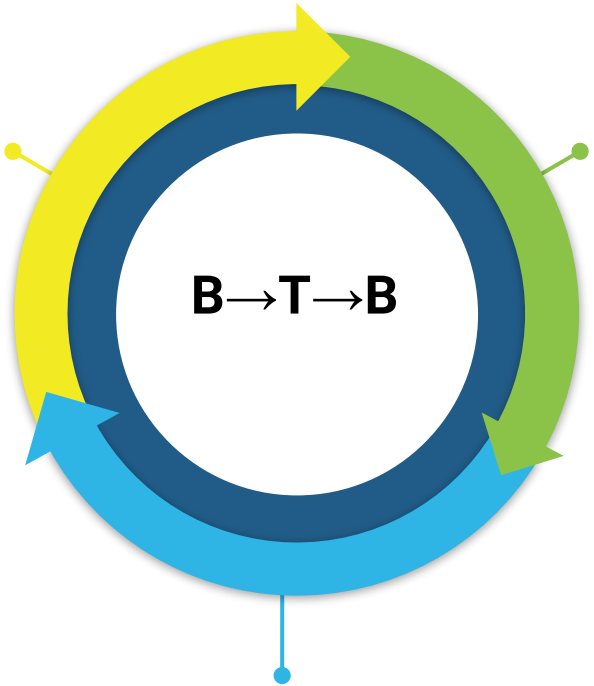


Pausing leads to think-time to form responses

Probing leads to elaboration

FA Moves Cycle

Bouncing widens the sample of responses

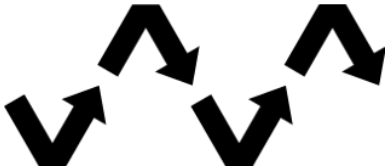


Tagging ensures visibility for sense making

Binning sizes up current levels and next steps

Leveraging the Power of Bouncing,Tagging, and Binning for Feedback Moves to Uncover and Extend Student Understanding “on the fly”

Today's Focus:
Uncovering the Power of FA Moves in a Lesson

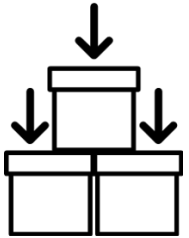


Bouncing

How do we sample student thinking to aid instructional decision making?

Tagging

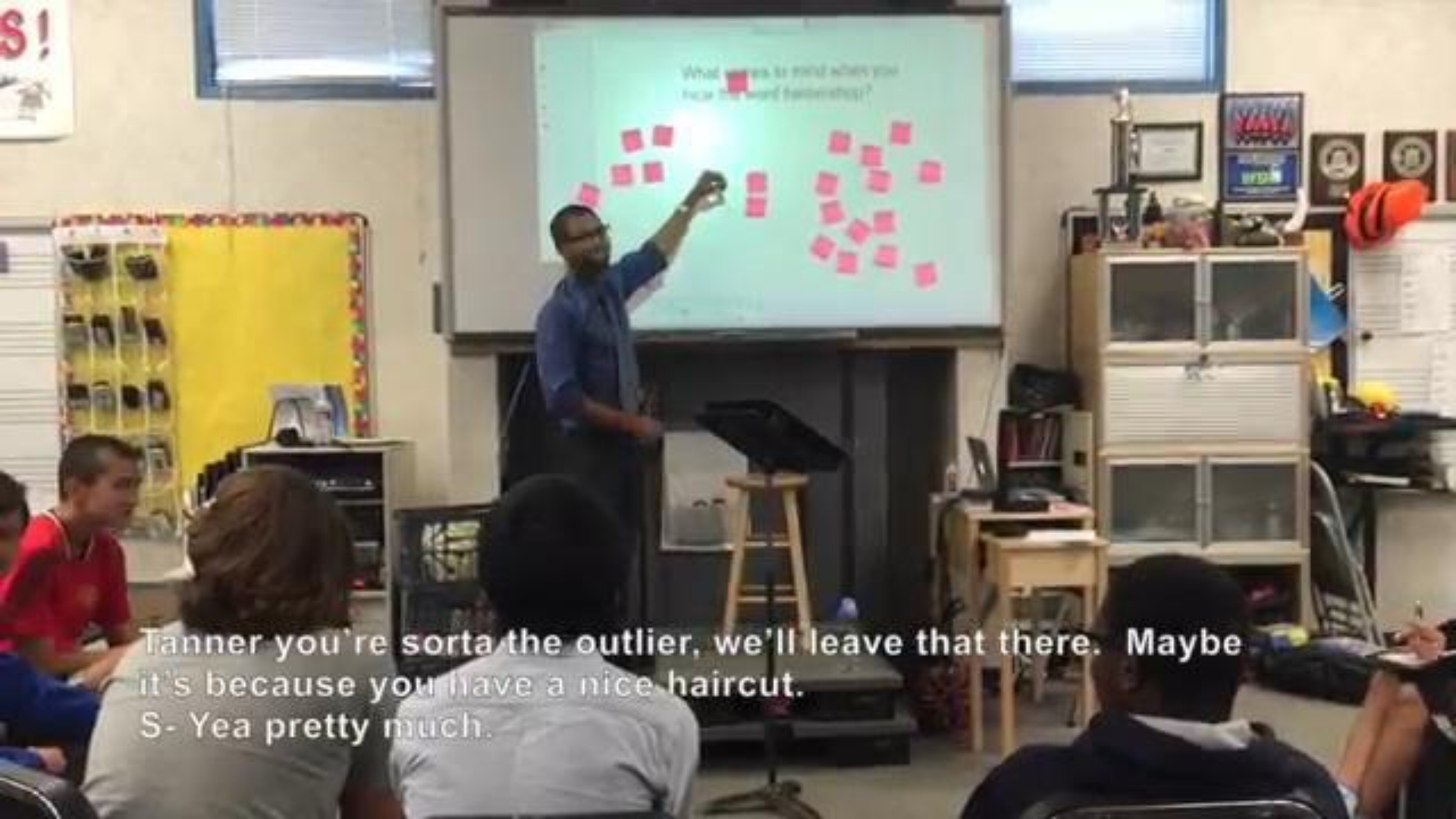
What difference does representing students' thinking/prior knowledge where all can see it make?



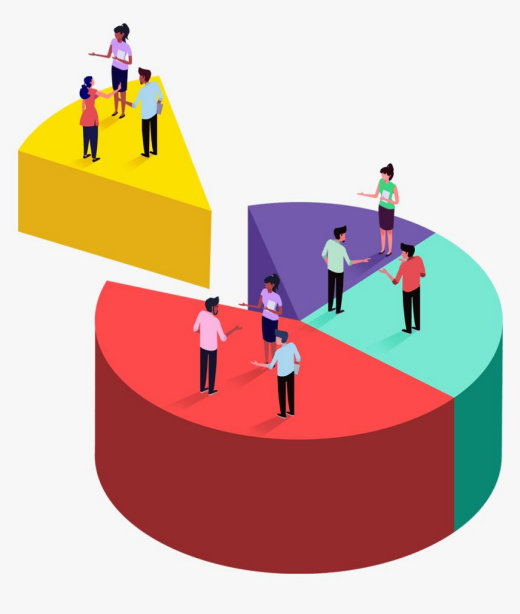
Binning for Feedback

How can categorizing student responses along learning trajectories improve "next steps" feedback?

Let's watch how teachers use bouncing-tagging-binning for feedback MOVES to activate prior knowledge, promote understanding, and elicit curiosity and engagement


Tanner you're sorta the outlier, we'll leave that there. Maybe it's because you have a nice haircut.
S- Yea pretty much.

Bouncing as an FA practice



Sampling a variety of responses intentionally and systematically to better map terrain of student thinking

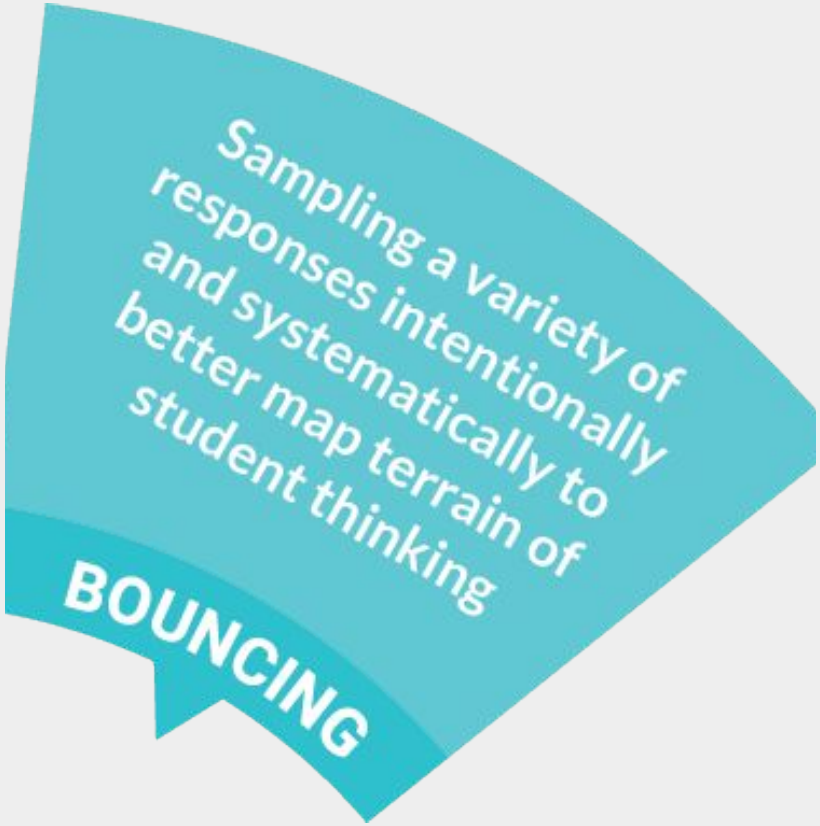
BOUNCING

Go-to Bouncing Moves

Equity sticks or cards

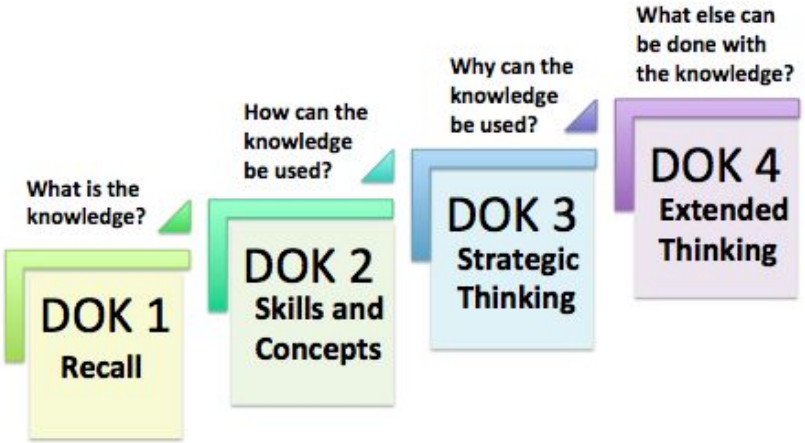
In zoom let's hear from everyone's whose ...starts with...

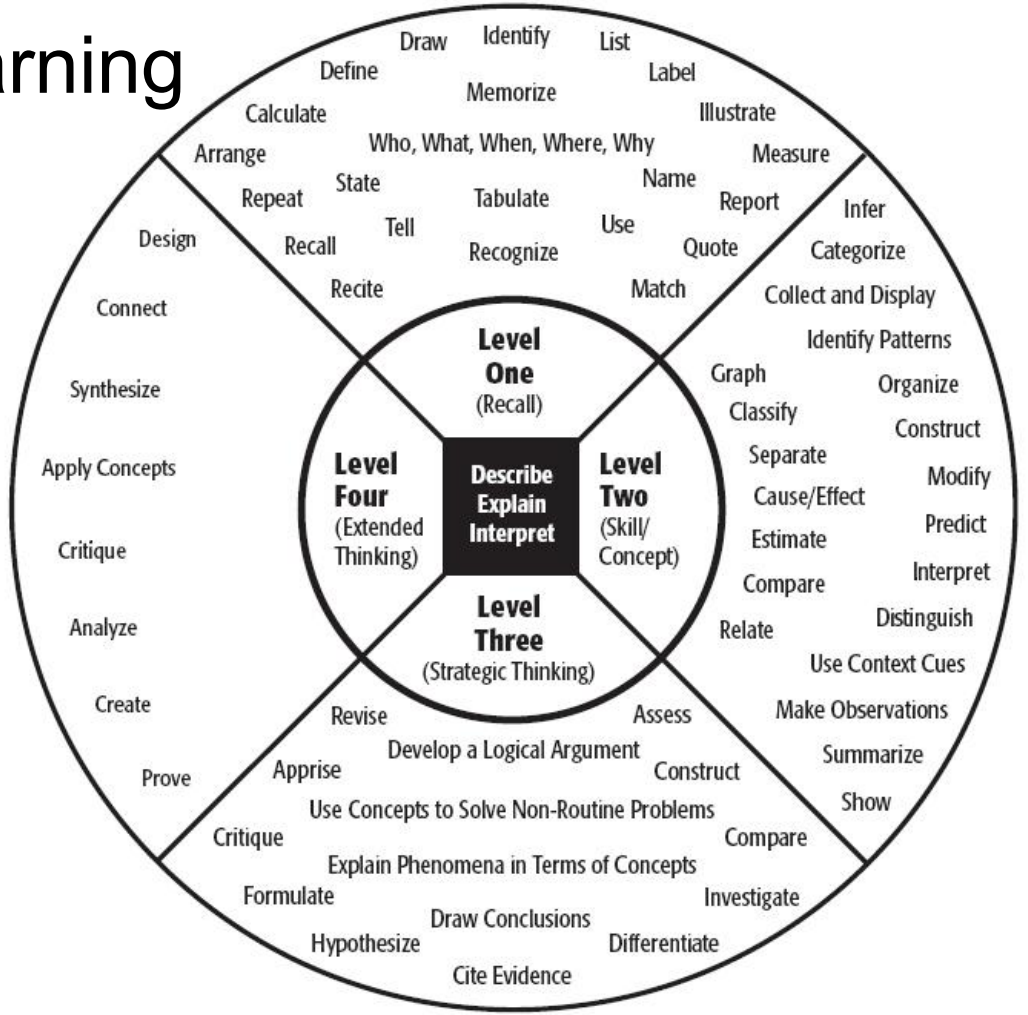
Snaking, popcorn, etc



No matter what the Learning Targets & Goals:

Sampling is Key





Sampling for Equitable Learning

“It was sobering to learn that during the entire period I’d heard from only three students. There are 29 in that class.”

—Mirabelle, math teacher

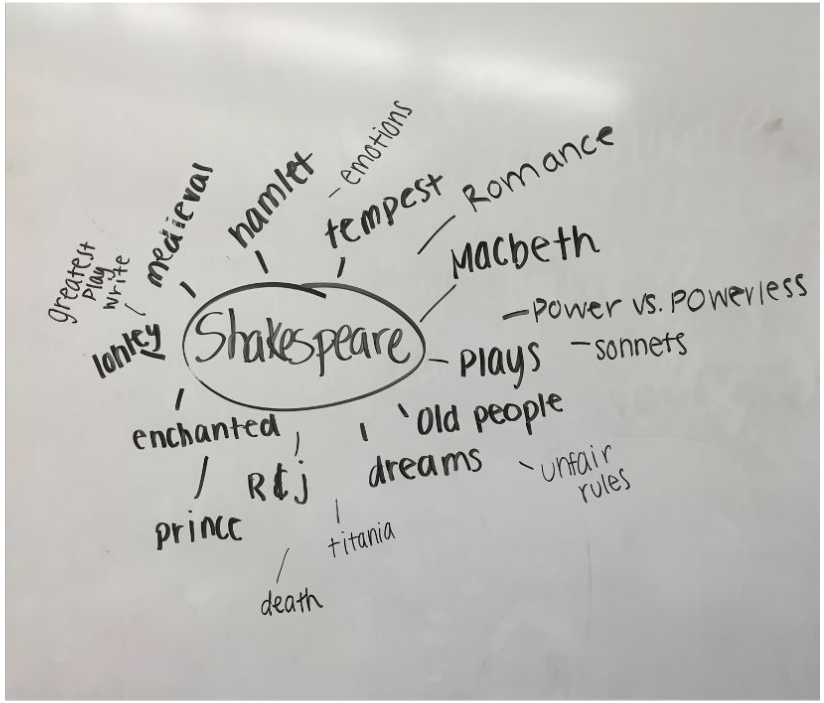
Bouncing Moves…

Help teachers map by sampling the terrain of student thinking, systematically and intentionally

Bouncing moves

- are intertwined with other FA moves
- are supported by effective routines for posing, pausing and probing
- can include “listening in” to S-to-S dialogue
- directly support instructional decision making by helping teachers see patterns, e.g., preconceptions

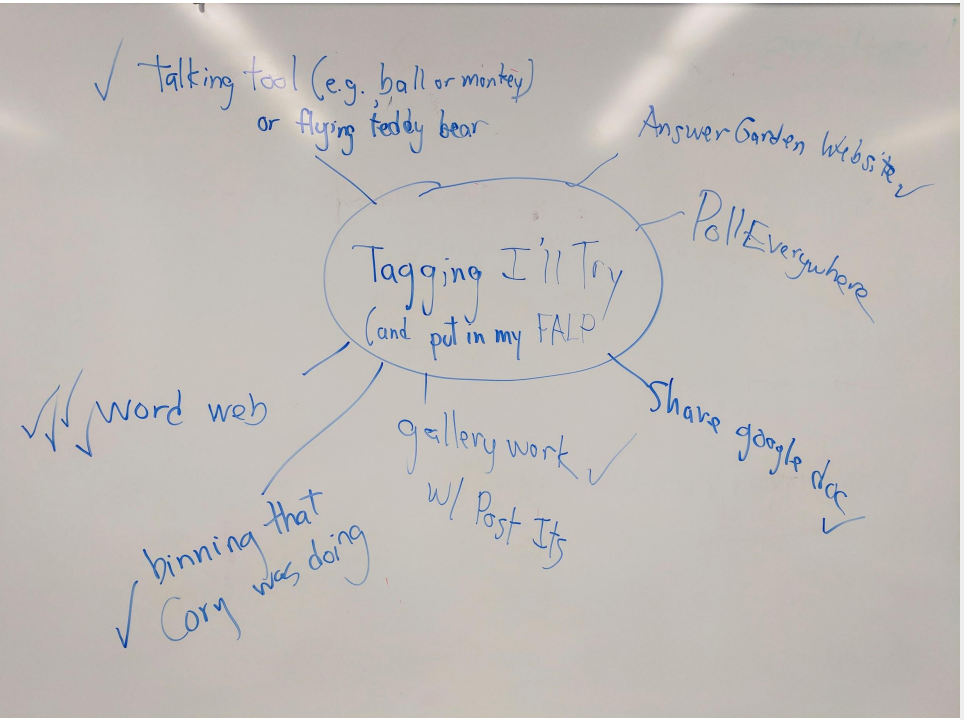
"FREEDOM IS
NEVER
VOLUNTARILY
GIVEN BY THE
OPPRESSOR; IT
MUST BE
DEMANDED BY
THE OPPRESSED."
MARTIN LUTHER
KING JR.


Shakespeare
greatest Play write
medieval
hamlet
emotions
tempest
Romance
Macbeth
power vs. powerless
sonnets
plays
old people
dreams
unfair rules
lonely
enchanted
R&J
prince
titania
death

Tagging as an FA practice

Tagging

Publicly representing variation in student thinking by creating a snapshot or a running record of a class's responses



Publicly representing variation in student thinking by creating a snapshot or a running record of a class's responses

TAGGING

Collecting the students' schema of the class and having it as a reference. - Sir Hugh E. Wynn

Writing down student ideas -Alyssa

tagging is checking in on your students by asking them questions or having conversations -netta

checking in with students thoughts and ideas - joe

A brief, but self-identifying way for students to express themselves

Jotting down answers, replies, interactions -Patrice

It's a way to check what comments seem to be on every student's mind.-

visually representing students' thinking (ch)

Referencing the students/valuing their responses and reactions. Or, students referencing their classmates.
Edit: recording information (scribing) for everyone to see, recognize and comprehend. -Kaitlyn

Visual representation of knowledge

IS...

Tagging is shifting questions from student to student. Mayb? - Joe NG

recording student responses & making them publicly available to the class -sarah

paying attention to what students had to say. -Randel

touching base/checking in throughout a conversation to encourage ideas-Abe

representing student voice; keeping it real by tagging what all students have to say; scribing for equity--bd

Roots of Tagging: Respecting Student Voice

“At the end of a class tagging session—with our prior knowledge of a topic all up there—I’ve put a C/S next to our work. C/S stands for *con safos*, or “with safety.” During the heart of the Chicano Movement, Los Angeles street artists would add the C/S to finished messages to let their fellow free thinkers know how to approach a message with a community purpose.

As we are building a community of learners, the C/S not only makes sense, it’s critical—especially for students used to their ideas, prior knowledge, and experiences being overlooked, unexplored, even discounted.”

Carl, high school English teacher

“If I want to support a classroom environment where students believe their voices matter, then I will need to loosely structure opportunities for all to be heard—and represented. That’s tagging.”

-Kaila, science teacher

Tagging Moves…

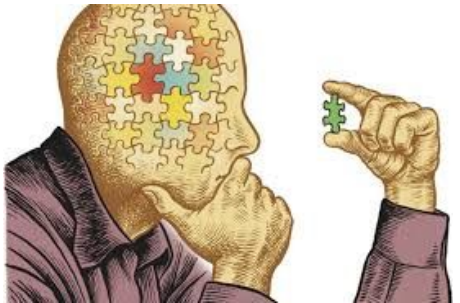
Honor **all** students' thinking, experiences, prior knowledge and ideas in a shared learning space

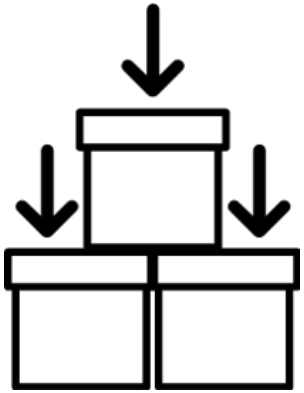
Tagging moves support:

- where students are at the moment
- asset-based approaches to learning & teaching
- digging deeper (i.e., probing)
- respect for variation and difference
- reflection & connection-making
- meaning-making over time

Tagging is a way to collect '**soft' data while checking for understanding during the lesson**.

Binning as an FA Practice





Binning as an FA Practice

Noticing patterns in student responses, categorizing them along learning trajectories, and using them to inform next steps

Our purposes matter... We can BIN during instruction

For Grading	For Feedback
Summative	**Formative**
General status markers	**Specific, actionable cycle**
Autopsy on events	**Progress on processes**
Student involvement minimal	**Student involvement essential**
Narrow focus on “points”	**Leads way to “next steps”**

Go-to Binning on the fly

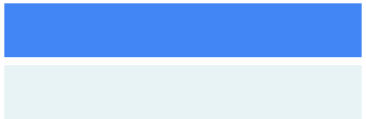
On-off task

Correct, partially correct, incorrect

Developing, meeting, advancing, extending

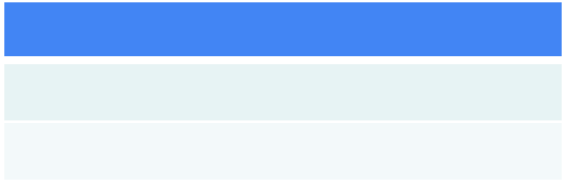
Dichotomous Bins

1	True	Correct	Yes	Agree
0	False	Incorrect	No	Disagree



Trichotomous Bins

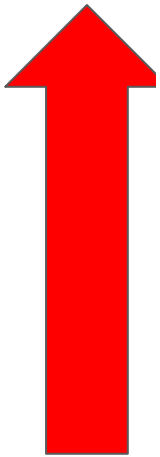
2	Correct	All	Yes	Agree
1	Partial Correct	Some	Maybe	Not Sure
0	Incorrect	None	No	Disagree



Polytomous Bins

4	Advanced	Always	Strongly Agree
3	Proficient	Sometimes	Agree
2	Developing	Rarely	Disagree
1	Needs Improvement	Never	Strongly Disagree
X	Not observed	Not sure	Don’t know

A Progress Guide is a Tool to Support Binning for Feedback



Progress Guide for Question Map

Directions: Circle, highlight, or bold the level that most closely describes the current draft of your Question Map (QM). Next, write what your next steps are in order to improve your QM.

Circle, Highlight/Bold	Current draft of Question Map	Next steps/Request
Exemplary *****	All of previous level, plus: • Identifies corresponding assessment modality/activity for each question and • communicates key vocabulary/academic language for the unit	The next steps for me are… …add academic language…e.g. agency, autonomy, context, setting, identity
Advanced ****	All of previous level, plus: • Has at least 3 questions for each node, • identifies the *DOK level(s) for each question.* • There are a mix of DOK levels 1-4 on the map.	The next steps for me are… …To come up with at least 2 more questions per node …I can come up with a list of important words
Developing ***	• Features a right-sized topic, overarching focus/essential/driving question, and • an appropriate and relevant *CA state standard for each node* on the map	The next steps for me are...
Emerging **	Includes a "right-sized" topic, but focus/essential/driving question does not overarch all the lessons in the unit	The next steps for me are...
Beginning *	Has topic that may be too narrow or much too broad for a 2-3 week unit	The next steps for me are...
Needs Improvement	No response	The next steps for me are...

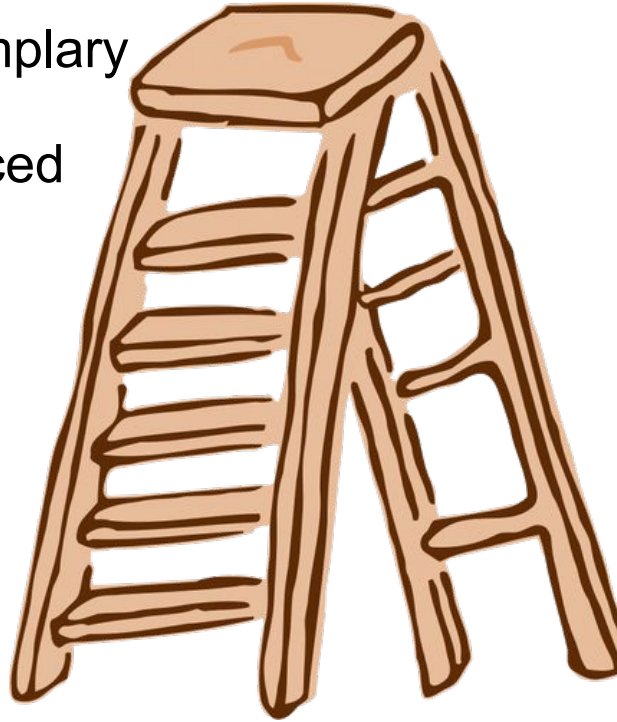
Exemplary

Advanced

Developing

Emerging

Beginning



The Progress Guide for Teacher's Use

Making an argument	Can currently do	Next steps/feedback
	Weighs evidence	
	Adds some evidence	
	Takes a position	
	Restates	
	Not yet ready	

The Progress Guide for Students' Use

Making an argument	Can currently do	Next steps
	I can weigh evidence and its importance	I want to…
	I have added some evidence	I want to…
	I took a position for or against	I want to…
	I restated the question	I want to…
	I am not yet ready to write	I want to…

Binning for feedback moves…

- Identify patterns in student responses to **support learners' and teachers' "next steps"**
- Non-graded
- Focus on student ZPD with the topic
- Emphasize commitment to continuous improvement **during instruction**

Binning for Feedback

“To provide students feedback without assigning grades to their work, I write in the margins and use stamps. Students ask, ‘What did I *really* get? What does a stamp mean?’”

-Belinda, Spanish teacher

“It took me a while to realize. Feedback isn’t just for students! I can use it to guide my decisions on what to teach next.’”

-Frank, science teacher

Putting it All Together

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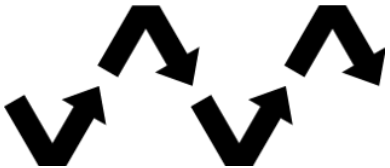
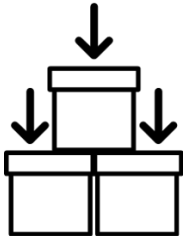
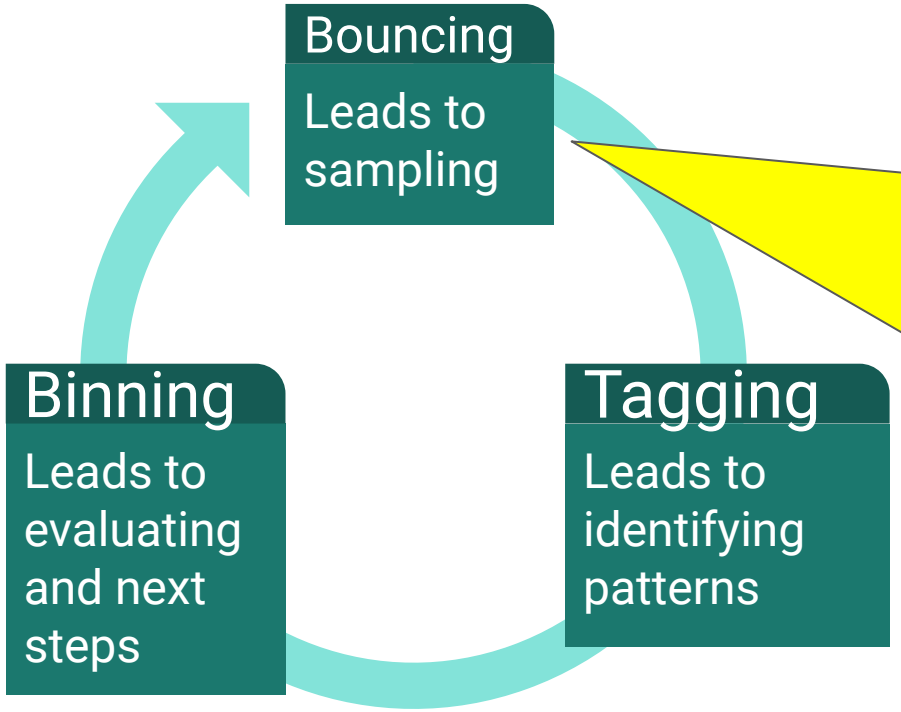
Making Our FA Moves Work for Everyone





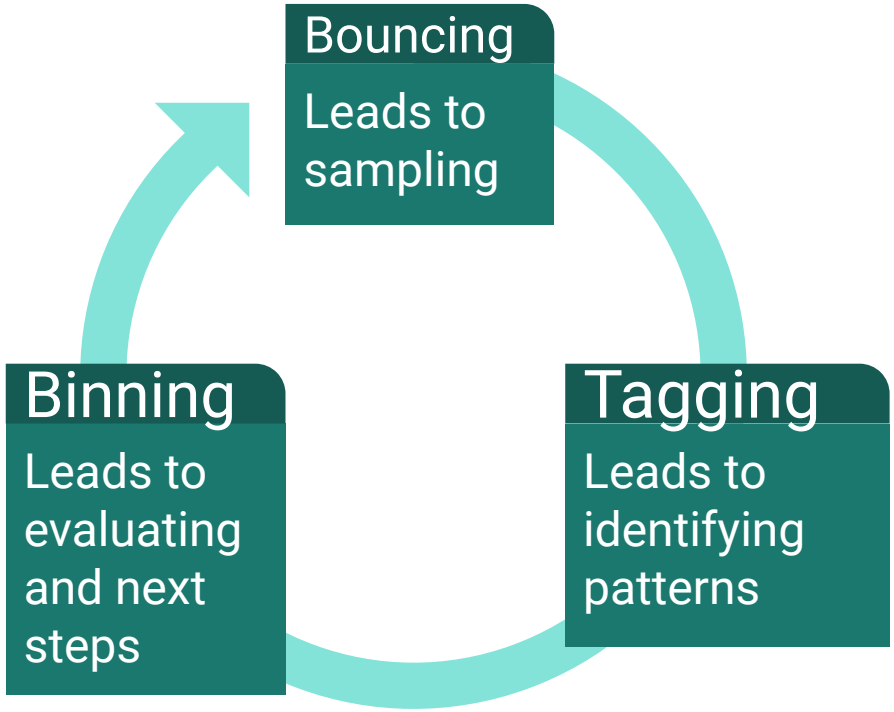
- ❏ Support multiple entry points
- ❏ Aim at conceptual understanding tied to Standards
- ❏ Direct and maintain attention by inviting responses from all
- ❏ Elicit curiosity and risk-taking to get to deeper learning

Let’s share in chat



Why does sampling student thinking during a lesson matter?

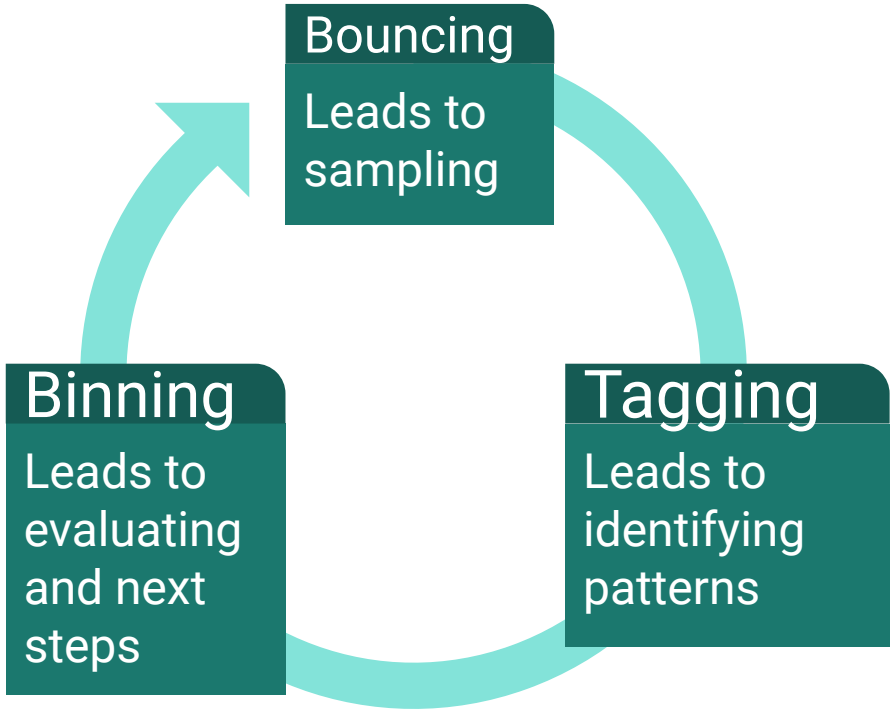
Let’s share in chat



Who benefits from representing ideas publicly during a lesson?

Let’s share in chat

Why does accurate evaluation of student ideas/skills “on the fly” matter?



Formative Assessment Moves

- ➔ Build student participation
- ➔ Encourage equity of voice
- ➔ Make thinking public
- ➔ Reveal patterns in understanding in real-time
- ➔ Promote safe spaces to try out “first draft” responses
- ➔ Support academic language use on Zoom or in Class

Ways to Connect Going Forward

Webinars

https://ccee-ca.org/

Formative Assessment Moves to Uncover Academic Language Demands and Support English Learners During a Lesson

April 21st, **2-3pm**

Modules

https://ccee-ca.org/

Free eCourse modules:

- **Overview of the FA Moves**
- **Priming**
- **Posing**
- **Pausing**
- **Probing**
- **Bouncing**
- **Tagging**
- **Binning**
- **Using the FA Moves to Close Opportunity Gaps**

"Office Hours"

cholmberg@validitypartners.com

Professional development support:

—5 "office hours" slots for those LEA/districts/schools who want to work with us in May-June

—We will be collaborating with those who would like to integrate this work into their LCAP

Thank you

Please go to the survey link in THE CHAT **to provide feedback**.

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