

**Teacher Workday**  
**Friday, January 2, 2015**  
**Elementary Tech Lab**  
**Sign-In Sheet**

Jill Howe	Christina Zorn
Jill Kidd	Cindy Frazier
Jina Ayers	<del>Christina</del>
Colleen Kufner	Johnny Hays
Debbie Shifflet	Brandy Hull
Lanny Jacques	Deb Coronado
Dacey Hassey	Lisa Schoonover
Beth Abbit	Carolyn Schober
Tamara Walker	
Kelly Ann	
Mattie Rose	
Bulana Stevens	
Carla van Dyke	
Melissa Frazier	
Rachel Harvey	
Charles Kover	
Melissa Pickering	
Cindie	
Jina Howard	
Melissa H. Swartz	

# Agenda

## Teacher Workday

Friday, January 2, 2015

### 8:30 Elementary Tech Lab

- Positive Feedback Training
  - Deb Drury 8:30-11:30
- Lunch on your own
- Vertical Team Meetings
  - 12:00 – 3:00 if you are on a team *take top 5 to your meeting!*
- Work in rooms 12:00-3:30
  - Grades Due to office by 3:30
- Specials meet with Mrs. Pauley to discuss 2<sup>nd</sup> semester groups @ 1:00 p.m.

\* Need K and 1st grade  
Math Benchmark goal  
for end of year test.

\* email me contact count for 2<sup>nd</sup> Q.

\* 2nd Q. Ass. Jan. 8 @ 2:15 p.m.

\* evaluate schedule + usernames and passwords.

**Milan Elementary  
Team Meeting Record Sheet**



**Group Members Present:** Grade Level teachers

**Norms:**

**Date:** Mon. January 2

**Grade Level Content:**

**Topic:** GLM

**Discussion Points**

**Decisions**

- Discuss new Math Benchmark. Devise a testing plan to meet goal floodlight goal by end of year.
- Discuss Math Flashlight goal and devise a testing plan to meet goal in 3 to 4 weeks.
- Discuss grades current vocabulary strategies and prepare to share in the upcoming months.
- Please turn in Team Meeting record sheet and end of year goals into my mailbox.

**Check the Corollary Questions that were discussed during the meeting:**

<input type="checkbox"/>	What do we expect students to learn?
<input type="checkbox"/>	How will we know when students have learned?
<input type="checkbox"/>	How will we respond when students experience difficulty learning?
<input type="checkbox"/>	How will we respond when students already know the key concepts, skills and content?
<input type="checkbox"/>	Based on collaborative analysis of the results of our efforts, what can we do to improve student learning?

# Seven Keys to Effective Feedback

Grant Wiggins

*Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals. What is true feedback—and how can it improve learning?*

Who would dispute the idea that feedback is a good thing? Both common sense and research make it clear: Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement.

Yet even John Hattie (2008), whose decades of research revealed that feedback was among the most powerful influences on achievement, acknowledges that he has "struggled to understand the concept" (p. 173). And many writings on the subject don't even attempt to define the term. To improve formative assessment practices among both teachers and assessment designers, we need to look more closely at just what feedback is—and isn't.

## What Is Feedback, Anyway?

The term *feedback* is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking.

Basically, feedback is information about how we are doing in our efforts to reach a goal. I hit a tennis ball with the goal of keeping it in the court, and I see where it lands—in or out. I tell a joke with the goal of making people laugh, and I observe the audience's reaction—they laugh loudly or barely snicker. I teach a lesson with the goal of engaging students, and I see that some students have their eyes riveted on me while others are nodding off.

Here are some other examples of feedback:

- A friend tells me, "You know, when you put it that way and speak in that softer tone of voice, it makes me feel better."
- A reader comments on my short story, "The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow; as a reader, I was confused about who was talking, and the sequence of actions was puzzling, so I became less engaged."
- A baseball coach tells me, "Each time you swung and missed, you raised your head as you swung so you didn't really have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball."

Note the difference between these three examples and the first three I cited—the tennis stroke, the joke, and the student responses to teaching. In the first group, I only had to take note of the tangible effect of my actions, keeping my goals in mind. No one volunteered feedback, but there was still plenty of feedback to get and use. The second group of examples all involved the deliberate, explicit giving of feedback by other people.

them about the goal and the criteria by which they should self-assess. For example, a teacher might say,

- The point of this writing task is for you to make readers laugh. So, when rereading your draft or getting feedback from peers, ask, How funny is this? Where might it be funnier?
- As you prepare a table poster to display the findings of your science project, remember that the aim is to interest people in your work as well as to describe the facts you discovered through your experiment. Self-assess your work against those two criteria using these rubrics. The science fair judges will do likewise.

## **Tangible and Transparent**

Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. People laugh, chuckle, or don't laugh at each joke; students are highly attentive, somewhat attentive, or inattentive to my teaching.

Even as little children, we learn from such tangible feedback. That's how we learn to walk; to hold a spoon; and to understand that certain words magically yield food, drink, or a change of clothes from big people. The best feedback is so tangible that anyone who has a goal can learn from it.

Alas, far too much instructional feedback is opaque, as revealed in a true story a teacher told me years ago. A student came up to her at year's end and said, "Miss Jones, you kept writing this same word on my English papers all year, and I still don't know what it means." "What's the word?" she asked. "Vag-oo," he said. (The word was *vague*!)

Sometimes, even when the information is tangible and transparent, the performers don't obtain it—either because they don't look for it or because they are too busy performing to focus on the effects. In sports, novice tennis players or batters often don't realize that they're taking their eyes off the ball; they often protest, in fact, when that feedback is given. (Constantly yelling "Keep your eye on the ball!" rarely works.) And we have all seen how new teachers are sometimes so busy concentrating on "teaching" that they fail to notice that few students are listening or learning.

That's why, in addition to feedback from coaches or other able observers, video or audio recordings can help us perceive things that we may not perceive as we perform; and by extension, such recordings help us learn to look for difficult-to-perceive but vital information. I recommend that all teachers videotape their own classes at least once a month. It was a transformative experience for me when I did it as a beginning teacher. Concepts that had been crystal clear to me when I was teaching seemed opaque and downright confusing on tape—captured also in the many quizzical looks of my students, which I had missed in the moment.

## **Actionable**

Effective feedback is concrete, specific, and useful; it provides *actionable* information. Thus, "Good job!" and "You did that wrong" and *B+* are not feedback at all. We can easily imagine the

A great problem in education, however, is untimely feedback. Vital feedback on key performances often comes days, weeks, or even months after the performance—think of writing and handing in papers or getting back results on standardized tests. As educators, we should work overtime to figure out ways to ensure that students get more timely feedback and opportunities to use it while the attempt and effects are still fresh in their minds.

Before you say that this is impossible, remember that feedback does not need to come only from the teacher, or even from people at all. Technology is one powerful tool—part of the power of computer-assisted learning is unlimited, timely feedback and opportunities to use it. Peer review is another strategy for managing the load to ensure lots of timely feedback; it's essential, however, to train students to do small-group peer review to high standards, without immature criticisms or unhelpful praise.

## **Ongoing**

Adjusting our performance depends on not only receiving feedback but also having opportunities to use it. What makes any assessment in education *formative* is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal. In summative assessment, the feedback comes too late; the performance is over.

Thus, the more feedback I can receive in real time, the better my ultimate performance will be. This is how all highly successful computer games work. If you play Angry Birds, Halo, Guitar Hero, or Tetris, you know that the key to substantial improvement is that the feedback is both timely and ongoing. When you fail, you can immediately start over—sometimes even right where you left off—to get another opportunity to receive and learn from the feedback. (This powerful *feedback loop* is also user-friendly. Games are built to reflect and adapt to our changing need, pace, and ability to process information.)

It is telling, too, that performers are often judged on their ability to adjust in light of feedback. The ability to quickly adapt one's performance is a mark of all great achievers and problem solvers in a wide array of fields. Or, as many little league coaches say, "The problem is not making errors; you will all miss many balls in the field, and that's part of learning. The problem is when you don't learn from the errors."

## **Consistent**

To be useful, feedback must be consistent. Clearly, performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy. In education, that means teachers have to be on the same page about what high-quality work is. Teachers need to look at student work together, becoming more consistent over time and formalizing their judgments in highly descriptive rubrics supported by anchor products and performances. By extension, if we want student-to-student feedback to be more helpful, students have to be trained to be consistent the same way we train teachers, using the same exemplars and rubrics.

## **Progress Toward a Goal**

## Feedback vs. Advice

- › **You need more examples in your report.**
- › **You might want to use a lighter baseball bat.**
- › **You should have included some Essential Questions in your unit plan.**

These three statements are not feedback; they're advice. Such advice out of the blue seems at best tangential and at worst unhelpful and annoying. Unless it is preceded by descriptive feedback, the natural response of the performer is to wonder, "Why are you suggesting this?"

As coaches, teachers, and parents, we too often jump right to advice without first ensuring that the learner has sought, grasped, and tentatively accepted the feedback on which the advice is based. By doing so, we often unwittingly end up unnerving learners. Students become increasingly insecure about their own judgment and dependent on the advice of experts—and therefore in a panic about what to do when varied advice comes from different people or no advice is available at all.

If your ratio of advice to feedback is too high, try asking the learner, "Given the feedback, do you have some ideas about how to improve?" This approach will build greater autonomy and confidence over the long haul. Once they are no longer rank novices, performers can often self-advise if asked to.

## Feedback vs. Evaluation and Grades

- › **Good work!**
- › **This is a weak paper.**
- › **You got a C on your presentation.**
- › **I'm so pleased by your poster!**

These comments make a value judgment. They rate, evaluate, praise, or criticize what was done. There is little or no feedback here—no actionable information about what occurred. As performers, we only know that someone else placed a high or low value on what we did.

How might we recast these comments to be useful feedback? Tip: Always add a mental colon after each statement of value. For example,

- "Good work: Your use of words was more precise in this paper than in the last one, and I saw the scenes clearly in my mind's eye."
- "This is a weak paper: Almost from the first sentence, I was confused as to your initial thesis and the evidence you provide for it. In the second paragraph you propose a different thesis, and in the third paragraph you don't offer evidence, just beliefs."

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# Feedback Anticipation Guide

<i>T</i>	<i>F</i>	<i>Essential Learning</i>	<i>T</i>	<i>F</i>
		The primary role of feedback is to provide teachers with information for grading.		
		All four levels of Hattie's feedback model should be regularly used in the classroom.		
		Effective feedback should be descriptive.		
		Evaluative feedback is more effective than judgmental feedback.		
		Trust is not considered to be influential in feedback methodology.		

Case Study 1: The child read, "Me and my cousin are sleeping over."



# Math Quiz

$$\begin{array}{r} \phantom{1} \phantom{0} \phantom{3} \phantom{0} \\ 1) \phantom{1} 0 \phantom{3} \phantom{0} \phantom{0} \\ \phantom{1} \phantom{0} \phantom{3} \phantom{0} \\ \hline \phantom{1} \phantom{0} \phantom{3} \phantom{0} \\ \phantom{1} \phantom{0} \phantom{3} \phantom{0} \end{array}$$

$$\begin{array}{r} \phantom{9} \phantom{9} \\ 2) \phantom{9} \phantom{9} \\ \phantom{9} \phantom{9} \\ \hline \phantom{9} \phantom{9} \\ \phantom{9} \phantom{9} \end{array}$$

$$\begin{array}{r} \phantom{2} \phantom{4} \phantom{5} \phantom{0} \\ 3) \phantom{2} \phantom{4} \phantom{5} \phantom{0} \\ \phantom{2} \phantom{4} \phantom{5} \phantom{0} \\ \hline \phantom{2} \phantom{4} \phantom{5} \phantom{0} \\ \phantom{2} \phantom{4} \phantom{5} \phantom{0} \end{array}$$

$$\begin{array}{r} \phantom{3} \phantom{8} \phantom{6} \\ 4) \phantom{3} \phantom{8} \phantom{6} \\ \phantom{3} \phantom{8} \phantom{6} \\ \hline \phantom{3} \phantom{8} \phantom{6} \\ \phantom{3} \phantom{8} \phantom{6} \end{array}$$

$$\begin{array}{r} \phantom{7} \phantom{4} \phantom{3} \\ 5) \phantom{7} \phantom{4} \phantom{3} \\ \phantom{7} \phantom{4} \phantom{3} \\ \hline \phantom{7} \phantom{4} \phantom{3} \\ \phantom{7} \phantom{4} \phantom{3} \end{array}$$

## KEY

1) 56

2) 82

3) 168

4) 143

5) 222

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## Progress Toward a Goal

# When my Puppys Ran away

ONE night when the air was warm, my puppys were sleeping on the back porch. Me and my sisters were getting ready for bed. When I was in bed, I read a chapter from my Nancy Drew book. When I finished the chapter I turned out my lamp. I wouldn't go to sleep.

I went into the living room. I saw my mom getting ready to walk out the door. I asked "where are you going?" "Just for a drive" she replied. She had a worried expression on her face.


I knew something was wrong. I thought maybe if I went outside and played with my puppys, I would forget about moms worried expression and go to sleep.

When I opened the back door I expected my puppys, Maggie and Tucker to jump up on me. They didn't come at all. I called, they still didn't come.

Now I knew something was wrong.

I went and woke up my dad, he said moms got it under control. I thought mom had taken them to the vet because something was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. That's all I remember about that.

Not All Feedback is Created Equal

1.     J     Try harder next time.
2.     B     70%
3.     D     You maintained eye contact with the audience throughout your whole presentation.
4.          Good job getting ready for lunch.
5.          Table 3 is ready for lunch. They have their desks clear, they are sitting down, and they are quiet.
6.          ☺
7.          B+. Good Work.
8.          What you have written is a hypothesis because it is a proposed explanation. You can improve it by writing it as an "if-then" statement.
9.          +
10.          Emerging
11.          You made some simple mistakes with multiplying three-digit numbers. Next time, take a few minutes when you've finished to check your work.
12.          Your work is consistently above average.
13.          

*Examples*

*Options for blank:*  
*E - Evaluative*  
*J - Judgmental*  
*D - Descriptive*



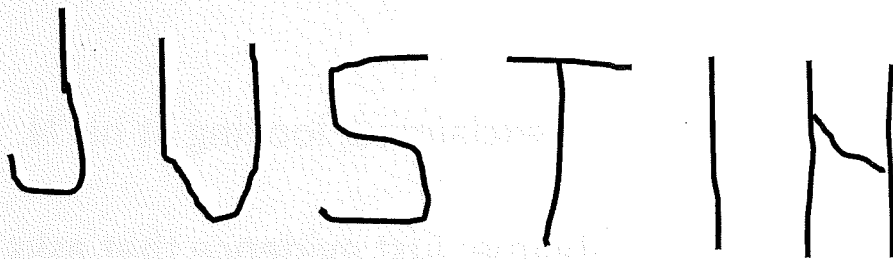
## 4 Levels of Feedback

- **Task** - how well has the task been performed; is it correct or incorrect?
- **Process** - what are the strategies needed to perform the task; are there alternative strategies that can be used?
- **Self-regulation** - self monitoring, directing, monitoring the processes and task; what is the conditional knowledge and understanding needed to know what you are doing?
- **Self-personal** - evaluation and affect about the learner

<b>Evaluative/Judgmental Feedback</b>	<b>Informative Feedback</b>
<p>“Here is my measurement.”</p>	<p>“These are your goals, this is what you do well, and this is how to get better.”</p>
<b>Characteristics of this Feedback</b>	
<p>The feedback compares students with each other, and encourages them to compete. It is “norm-referenced.”</p> <p>The teacher gives grades, marks, and comments that make conscious or unconscious comparisons with others.</p>	<p>There are clear assessment criteria and goals. Feedback consists of information about the extent to which these have been met. There are:</p> <p><b>Medals:</b> for what they have done well.</p> <p><b>Missions:</b> showing how to improve.</p>
<b>Effect on Self-Esteem</b>	
<p>Judgment makes students nervous and protective of their self-esteem. So students avoid risks and challenges.</p> <p>The self-esteem of high achieving students rises.</p>	<p>The student feels accepted, and that their efforts are being recognized and valued.</p> <p>Self-esteem and commitment tends to rise and there is increased emotional involvement in tasks.</p>
<b>Students’ Learning Theory</b>	
<p style="text-align: center;"><b>Maladaptive learning strategies</b></p> <p>Surface learning is likely. Their eye is on the grade, not understanding, learning or the task. The student memory seeks short cuts, copies, etc.</p> <p>Right answer syndrome.</p>	<p style="text-align: center;"><b>Adaptive and blame free learning theory</b></p> <p>‘Effort is the key and it’s up to me’ mistakes are informative feedback.</p> <p>Intrinsic motivation: Learning is an end in itself.</p>
<b>Effect on Low Achievers</b>	
<p>There is reduced: interest, effort, persistence, self-esteem and self-belief, and less emotional investment in learning.</p> <p>In some cases:</p> <p><b>Learned helplessness-</b> “No matter what I do I’m bound to fail.”</p> <p>The student withdraws and retires hurt, rejecting the teachers, college, etc.</p> <p>Hostility towards learning.</p> <p>Learning is seen as something for others.</p>	<p>There is increased: interest, effort, persistence, self-esteem and self-belief.</p> <p>In time:</p> <p><b>Learned resourcefulness-</b> “There must be a way round my difficulties and if I find it, I will succeed.”</p> <p>“Learning depends on time, effort, corrected practice, and using the right strategies.”</p> <p>Identification with the aims of the course.</p> <p>Learning is seen as an end in itself.</p>

Adapted from Ainsley Rose, Visible Learning Seminar

Below is an example of feedback-how it differs from encouragement or criticism, how it is not guidance, and why both feedback and guidance are essential to eventual mastery and autonomy. Grant's son Justin was four years and seven months old when he first wrote his name without prompting like this:

A photograph of a child's handwriting. The word "JUSTIN" is written in capital letters. The letters are simple and somewhat irregular, characteristic of a young child's writing. The 'J' has a curved bottom, the 'U' is a simple U-shape, the 'S' is a simple S-shape, the 'T' has a horizontal top bar, the 'I' is a simple vertical line, and the 'N' has a diagonal stroke on the right side.

He had just a few weeks earlier discovered his control over a pencil and the differences between the letters that he could produce by writing, so like many kids he practiced writing his own name. He and his father happened to be sitting at the table. Justin finished and looked at Grant. Grant saw what he was up to out of the corner of my eye and had time to consider his response.

"That's really interesting, Justin." (Grant said this with enthusiasm, but Justin was puzzled by the word interesting.)

"What does it say?"

"It's my name!" he said, somewhat surprised.

"Hmmm, show me," Grant said.

He read off each letter: "J,U,S,T,I,N, spells Justin!"

**4-Point  
Narrative  
Writing Rubric**

Score	4	3	2	1	NS
<b>Organization/Purpose</b>	<p><b>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</b></p> <ul style="list-style-type: none"> <li>• an effective, natural, logical sequence of events from beginning to end that creates a sense of unity and completeness</li> <li>• engages and orients the reader by effectively establishing a problem, situation or observation</li> <li>• effectively establishes and maintains setting, develops narrator/characters, and maintains one or multiple point(s) of view</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas and sequence events; strong connection between and among ideas</li> <li>• effective opening and closure for audience and purpose</li> </ul>	<p><b>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</b></p> <ul style="list-style-type: none"> <li>• an adequate sequence of events from beginning to end that creates a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</li> <li>• adequately orients the reader by establishing a problem, situation or observation</li> <li>• adequately maintains a setting, develops narrator/characters, and/or maintains one or multiple point(s) of view</li> <li>• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• adequate opening and closure for audience and purpose</li> </ul>	<p><b>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</b></p> <ul style="list-style-type: none"> <li>• there may be an inconsistent weak or uneven sequence of events, and/or flaws may be evident</li> <li>• may establish a problem, situation or observation that minimally orients the reader</li> <li>• unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view</li> <li>• uneven use of appropriate transitional strategies and/or little variety</li> <li>• opening and closure, if present, are weak</li> </ul>	<p><b>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• there is little or no discernible organization or sequence of events; frequent extraneous ideas and/or a major drift may be evident or there may just be a series of events</li> <li>• there is little to no attempt to establish a problem, situation or observation that orients the reader</li> <li>• may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view</li> <li>• few or no appropriate transitional strategies may be evident</li> <li>• opening and/or closure may be missing</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• Explicit refusal</li> <li>• Statement of non-understanding</li> <li>• Predominately in another language</li> </ul>

## **Descriptive Feedback Components:**

### **Timely**

- “The more delay that occurs in giving feedback, the less improvement there is in achievement.”
- As often as possible, for all major assignments

### **Constructive/Corrective**

- What students are doing that is correct
- What students are doing that is not correct
- Choose areas of feedback based on those that relate to major learning goals and essential elements of the assignment
- Should be encouraging and help students realize that effort on their part results in more learning

### **Specific to a Criterion**

- Precise language on what to do to improve
- Reference where a student stands in relation to a specific learning target/goal
- Also specific to the learning at hand
- Based on personal observations

### **Focused on the product/behavior – not on the student**

### **Verified**

Did the student understand the feedback?

- Opportunities are provided to modify assignments, products, etc. based on the feedback
- What is my follow up plan to monitor and assist the student in these areas?)

Marzano, R. (2001). *Classroom Instruction that Works*. ASCD: Alexandria, VA.

Marzano, R. (2007). “Designing a comprehensive approach to classroom assessment.” *Ahead of the curve: The power of assessment to transform teaching and learning*. Solution Tree: Bloomington, IN.

- Focus- about the work/ and or process
- Comparison- Criterion referenced Rubric
- Function- Descriptive
- Valence- Positive/Negative
- Clear- Yes/No
- Specific- Yes/No
- Tone- Supportive/Non supportive

Brookhart, S. (2008). *How to give effective feedback to your students*. ASCD: Alexandria: VA

## Feedback Audience

Purpose:

- To reach the appropriate students with specific feedback
- To communicate through feedback that student learning is valued

Examples of Good Choice of Audience	Examples of Bad Choice of Audience
Communicating with an individual, giving information specific to the individual performance Giving group or class feedback when the same mini lesson or re-teaching session is required for a number of students	Using the same comments for all students Never giving individual feedback because it takes too much time

## Feedback Focus

Purpose:

- To describe specific qualities of the work in relation to the learning targets
- To make observations about students; learning processes and strategies that will help them figure out how to improve
- To foster student self- efficacy by drawing connections between students; work and their mindful, intentional efforts
- To avoid personal comments

Examples of Good Feedback Focus	Examples of Bad Feedback Focus
Making comments about the strengths and weaknesses of a performance Making comments about the work process you observed or recommendations about a work process or study strategy that would help improve the work Making comments that position the student as the one who chooses to do the work Avoiding personal comments	Making comments that bypass the student (This is hard, instead of, You did a good job because... Making criticisms without offering any insights into how to improve Making personal compliments or digs (How could you do that?)

## Feedback Clarity

Purpose:

- To maximize the chances that students will understand feedback

Examples of Good Feedback Clarity	Examples of Bad Feedback Clarity
Using simple vocabulary and sentence structure Writing or speaking on the student's developmental level Checking that the student understands the feedback	Using big words and complicated sentences Writing to show what you know, not what the student needs Assuming the student understands the feedback

## **20 Ways To Provide Effective Feedback For Learning**

06/19/2013, Teach Thought Staff, by **Laura Reynolds**

While assessment gets all the press, it is **feedback for learning** that can transform a student's learning.

When feedback is predominately negative, studies have shown that it can discourage student effort and achievement (Hattie & Timperley, 2007, Dinham). Like my experience, the only thing I knew is that I hated public speaking and I would do anything possible to get out of it. As a teacher, most of the time it is easy to give encouraging, positive feedback.

However, it is in the other times that we have to dig deep to find an appropriate feedback response that will not discourage a student's learning. This is where the good teachers, the ones students remember forever in a positive light, separate themselves from the others.

A teacher has the distinct responsibility to nurture a student's learning and to provide feedback in such a manner that the student does not leave the classroom feeling defeated. Here you will find 20 ideas and techniques on how to give **effective learning feedback** that will leave your students with the feeling they can conquer the world.

### **20 Ways to Provide Effective Feedback**

#### **1. Feedback should be educative in nature.**

Providing feedback means giving students an explanation of what they are doing correctly AND incorrectly. However, the focus of the feedback should be based essentially on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work.

Use the concept of a "feedback sandwich" to guide your feedback: Compliment, Correct, Compliment.

#### **2. Feedback should be given in a timely manner.**

When feedback is given immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner. If we wait too long to give feedback, the moment is lost and the student might not connect the feedback with the action.

#### **3. Be sensitive to the individual needs of the student.**

It is vital that we take into consideration each student individually when giving feedback. Our classrooms are full of diverse learners. Some students need to be nudged to achieve at a higher level and other needs to be handled very gently so as not to discourage learning and damage self-esteem. A balance between not wanting to hurt a student's feelings and providing proper encouragement is essential.

conference with at a deeper more meaningful level. Students will also know when it is their turn to meet with you and are more likely to bring questions of their own to the conference.

**11. Educate students on how to give feedback to each other.**

Model for students what appropriate feedback looks like and sounds like. As an elementary teacher, we call this 'peer conferencing'. Train students to give each other constructive feedback in a way that is positive and helpful. Encourage students to use post-it notes to record the given feedback.

**12. Ask another adult to give feedback.**

The principal at the school I taught at would often volunteer to grade history tests or read student's writing pieces. You can imagine how the student's quality of work increased tenfold! If the principal is too busy (and most are), invite a 'guest' teacher or student teacher to critique work.

**13. Have the student take notes.**

During a conference over a test, paper or a general 'check in', have the student do the writing while you do the talking. The student can use a notebook to jot down notes as you provide the verbal feedback.

**14. Use a notebook to keep track of student progress.**

Keep a section of a notebook for each student. Write daily or weekly, dated comments about each student as necessary. Keep track of good questions the student asks, behavior issues, areas for improvement, test scores etc. Of course this requires a lot of essential time management but when it is time to conference with a student or parent, you are ready to go.

**15. Return tests, papers or comment cards at the beginning of class.**

Returning papers and tests at the beginning of class, rather than at the end, allows students to ask necessary questions and to hold a relevant discussion.

**16. Use Post-It notes.**

Sometimes seeing a comment written out is more effective than just hearing it aloud. During independent work time, try writing feedback comments on a post-it note. Place the note on the student's desk the feedback is meant for. One of my former students had a difficult time staying on task but he would get frustrated and embarrassed when I called him out on his inattentive behaviors in front of the class.

He would then shut down and refused to do any work because he was mad that I humiliated him. I resorted to using post-it notes to point out when he was on task or not. Although it was not the most effective use of my time, it really worked for him.

**17. Give genuine praise.**

Students are quick to figure out which teachers use meaningless praise to win approval. If you are constantly telling your students "Good Job" or "Nice Work" then, over time, these words become meaningless. Make a big deal out of a student's A+ on that vocabulary test. If you are thrilled with a student's recent on-task behaviors, go above and beyond with the encouragement and praise.



### Stars and Stairs with Evidence

Name: \_\_\_\_\_ Learning Target: \_\_\_\_\_

Date: \_\_\_\_\_  
Evidence: \_\_\_\_\_


Date: \_\_\_\_\_  
Evidence: \_\_\_\_\_

Date: \_\_\_\_\_  
Evidence: \_\_\_\_\_

**Just beginning!**

**On my way!**

**Success!**



Name: \_\_\_\_\_ Learning Target: \_\_\_\_\_

Date: \_\_\_\_\_  
Evidence: \_\_\_\_\_


Date: \_\_\_\_\_  
Evidence: \_\_\_\_\_

Date: \_\_\_\_\_  
Evidence: \_\_\_\_\_

**Just beginning!**

**On my way!**

**Success!**



### That's Good! Now This: (Form A)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

That's good! \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now this: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

That's good! \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now this: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Questions for Data Teams Concerning Teacher Feedback to Students

*If teacher concerns are noted, effective feedback should be taught, implemented, monitored, and observed in the classroom.*

Observed	Not Observed	
		Is the learning intention stated or displayed in the classroom for each piece of work?
		Does the teacher provide rubrics and work examples as success criteria for students?
		Does the teacher seek feedback from many sources (exit slips, common formative assessments, observation, etc.) to identify specific deficiencies when the student is having difficulty learning a new skill or task in an attempt to understand why the student is making the error(s)?
		When providing feedback, does the teacher question the student's background knowledge first to be able to move the student from the known to the unknown?
		When does the teacher correct the errors of the student-immediately after the teacher notices the error or later?
		When the teacher provides feedback, is he/she clear, descriptive, specific, and brief concerning a skill or task?
		Is the teacher feedback criterion-referenced (tells the student how they perform in relation to an established set of knowledge or skills) rather than norm-referenced (tells the students how they perform in comparison to other students)?
		Does the teacher provide students with an explanation of what they are doing inaccurately <b>and</b> accurately?
		Does the teacher prompt for the next step to further learning?
		Does the teacher provide the student an opportunity to correct errors or to work on a task until he/she succeeds?
		Does the teacher solicit feedback about his/her teaching methodology from the students such as: What should I stop doing? What should I keep doing? What should I start doing?