

Checklist of Qualities of Effective Feedback

Read through the checklist of attributes of effective feedback below. What revisions would you suggest based on your prior conversations about feedback?

Content

- Related to specific and shared criteria and expectations
- Prioritized
- Specific
- Purposeful
- Descriptive
- Addresses content, process, habits of mind or behaviors
- Offers choice about next steps
- Respectful
- Encouraging
- Suggestions made in such a way that author maintains ultimate control over work
- Sensitive to the student

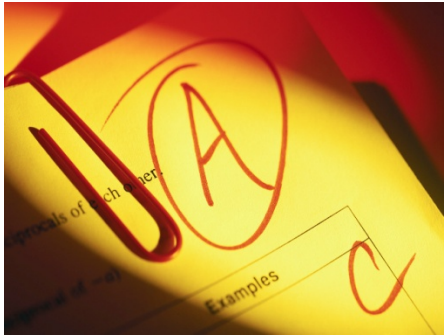


Value

- Immediately usable
- Viewed as important by both the giver and the receiver
- Supports revision and learning
- A realistic next step for the receiver
- Helps to make connections between teaching and product

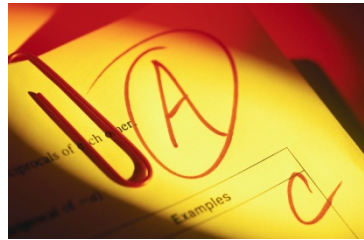
Timing

- Ongoing
- Consistent
- Timely

A Framework for Refining Feedback

	The learner FROM others	The learner WITH others	The learner TO self
Analogy			
Participants	<p>Between student and teacher, or student and student.</p> <p>The learner reveals thinking with limited or delayed action from others.</p>	<p>Between a group of students, a student and teacher, multiple participants.</p> <p>The learner reveals thinking that is commented on by others in real time.</p>	<p>Between a student and him or herself.</p> <p>Reveals thinking without feedback from others around this thinking</p>
Example	<p>Student hands in her writing piece on Monday. On Tuesday, her teacher gives back the piece with written feedback about word choice.</p>	<p>During writer's workshop, the student shares her piece with her classmates and listens as they provide feedback around her theme. When they are done, she pushes back around one of their comments. They discuss the various options available to her.</p>	<p>The student writes a journal entry about the writing process, reflecting on how she felt about having to do multiple revisions.</p>
Timing	<p>Before, during or after instruction</p> <p>Feedback is more likely to change student thinking if it occurs <u>during</u> the learning process</p>		

Teacher to Student Feedback: Assessing and Responding To Work



Working in pairs or triads, use either the checklist on page 24 to assess the following examples of teacher feedback.

	Example 1	Example 2	Example 3
What are the greatest strengths of the work sample?			
What revision might be necessary?			
What changes to the feedback might inspire greater revision?			

Example 1: MS writing sample about a special place

Michael's Work:

The special place that immediately came to mind was the swingset at Meadows Edge Elementary School. It is within walking distance of my house so I go there often.

When I am on the swing I feel like the world is at total peace and all my problems have gone away. My favorite thing to do when I am swinging is look up at the beautiful blue sky. I try and picture the clouds as animals or things. Constant noises coming from the large forest behind me drown out all the problems I have. To my left is a huge grassy field where the grass is the color of fresh cucumbers. The field of grass seems to be seen yet are always heard. In front of me is a playground area with everything from slides to monkey bars. It's scratches and dents are filled with stories of young children and dents are filled with stories of young children laughing and playing without a worry in sight.

On my right is the swing my sister swings on. She is almost always there with me. I can imagine us swinging and talking together until we're old and weak. Beyond her to my right is a basketball court. The black pavement boils in the midday sun. The hoop and it's chain net look strong and happy. The basket is lowered so that the kids don't have to use every bit of energy to get the ball up to the basket, but for me it's perfect for dunking. Under my feet are soft wood chips that soften the blow of a child's blow. Under each swing is a hole where the woodchips have been kicked away. The hole goes up and back down so the foot's path never meets the ground. It makes for perfect swinging.

I will always love swinging at Meadows Edge. There is no way I will forget this place till the day I die.

Teacher Response:

Strengths:

Your details and organization are excellent. You move around the area so I can see it clearly. Your description is accurate and well-worded.

Adjustments:

Not many. This is well written.

- Remember prepositional phrases and adverb clauses take a comma. For instance, "When..." needs a comma somewhere – I'm sure if you look, you'll know.
- "Beyond her", – you might change that to "beyond this swing".
- Conclusion – forget this place ever might be a better way to put it.

My Favorite Vacation

My favorite vacation was when I went to Disney World. I was six years old. I got one hundred autographs. I went on Dumbo. I went on a ride called Mr. Toad's wild ride. There was a swirl that mad me disey. Everyday I was there it rained. I went with my mom and dad to see the light parade. I went to the regular parade too. I danced with Cinderella and the mice. My mom fainted it was so hot. I got peanuts on the plane. I went in July. My mom, dad, grandpa, grandma, sister and I went. I stayed in a really big house. I really liked when I ate at Cinderella's castle. I saw a show about all of the Disney characters. It was like a musical. I really liked it alot. I'll never forget when I went there.

Name Elizabeth

Story Title My Favorite Vacation

This is what you did well:

- + you have a title
- + you told lots of details about your vacation
- + you have written neatly, remembered capitals and periods
- + spelling is good

Questions I have:

What part of your vacation at Disney world was the best? Why?



Ideas for making your story better:

I'll help
in your
conference.

1. make paragraphs - try to put similar details into one paragraph
(for example, you could make one paragraph about rides, one about characters)
2. change some of your sentence beginnings
(you started 14 sentences with "I"!)

I am proud of your hard work so far. Your story helped me remember my first vacation at Disney world. I was 13 and it was a long time ago!

Example 3: Teacher portfolio with feedback

Dear _____,

It was a pleasure to read your portfolio! It clearly reveals you as a learner and as a teacher-researcher. The biggest strengths of your portfolio are your thorough analyses and reflections on the types and quality of reflection that your students submitted as well as your explanations of the benefits of using reflection in an art program. Your portfolio is also well done because your reflections reveal what you have learned, what you struggled with and the questions that you are still dealing with. Your inclusion of student work samples and your annotation of them makes all that you state more clear. Finally, you have included very specific goals for the future so that the reader knows where you are headed.

You ask for feedback in four areas. Here goes:

1. Structure of your reflections

It was difficult to read your students' reflections because of the size of the writing. Do you have trouble reading them? I did suggest that you give them more space before and I guess I would suggest that again. What about using the flip side of the page so that you still have only one sheet, but they have more room? Or do you have the rubric on the flip side? You may have to go to more than one sheet of paper.

The other strategy you might try would be to cut down on the number of questions they need to answer. Perhaps select certain questions for certain projects.

2. Rubric

The content of your rubric is solid. You are specific and consistent across levels. The level 1 of craftsmanship and participation should describe what students do as well as what they don't do.

The change in font size was a bit distracting to me. I assume you changed the size to fit everything in the boxes. Did you consider using bulleted phrases as we did in FLAAP? It might make the rubric a little easier to use. Though, I do like the bolding strategy.

3. Goals

Your goals for next year are specific and appropriate. They make sense given the changes in the state and where you are in your learning. I love, love, love the idea of an art circle! This seems like a project that many art teachers would be interested in. Be sure to document what you do this year and what successes and struggles you have. It could be an action research project in and of itself or it could make a great article for a future edition of the FLAAP magazine we are working on.

4. Staff development plan

I think you are ready to share your expertise around rubrics. You have more experience than most teachers and others can learn from your struggles and successes. Your staff development outline seems to be for a 1 hour session. In one hour you can define rubrics, show examples and help teachers to understand the value of rubrics. It is impossible to develop the skills of rubric development in such a short period of time. Do you remember how long it took the FLAAP groups to draft the oral presentation rubric? And we were experienced rubric writers. So, your focus is on developing understanding about rubrics, not on

developing skills of rubric development.

You will most certainly run out of time with your current plan. It is a good plan, but you would need a whole morning (or more) to carry it out. It is always a good idea to engage the teachers in an activity to teach what you want them to learn. Since you cannot do the whole rubric development in an hour, just do the first stage of identifying and clustering criteria. This way you will be modeling the first steps as they might try them with students. You may want to consider this session as a teaser and have a follow-up session that is more in-depth.

Finally, I will ask you one question: Will you continue any action research activities? Will you stick with this focus or move on to another one?

I look forward to seeing you in October!



Getting Quality Peer Review

Many teachers and students are frustrated by the quality of the feedback students give to each other during peer reviews. View the video tape. Respond to the prompt. Be prepared to share one or two items from your list when your discussion is finished.

Tips for Quality Peer Reviews

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When should feedback occur?

Read through the performance task below from a 7th grade classroom. This teacher has 150 students, extracurricular responsibilities and a family of three. Spending undo time giving feedback is definitely a concern for her. Given the outcomes, revise this plan to give appropriate formative feedback from the teacher or peers. Work with a partner to identify the following:

- The places where you would build in opportunities for feedback
- The outcomes the feedback will support
- Why you would choose to give feedback at that point
- Who would give the feedback
- How would the feedback be given

Be prepared to share your plan with another pair to similarities and differences in approaches. Which plan is more appropriate given the learning targets? We will ask one pair to share out their plan to be reviewed by the whole group.

Performance Task: Power Point Presentations on Genetic Disorders (7th Grade Science)

Learning Targets:

- Understand the cause of a given genetic disorder, its implications, and how it is being treated
- Read scientific text for understanding
- Use technology to support an oral presentation

Students have just completed an introductory unit on genetics and heredity. The teacher wants to give the students an opportunity to apply what they have learned to developing an understanding of a genetic disorder/condition that interests them. The teacher shares a list of common genetic disorders and then asks the class to add to his list any other disorders they are curious about because they know someone who has been affected by them. In pairs, the students select a disorder to research. Their job is then to create a power point presentation about the disorder that will teach their classmates the basics of the disorder.

Reflection on Feedback Activity:

Think about the role of feedback in your classroom. What do you see as strengths?

What revisions might you like to make to your practice?

