

STUDENT INVOLVEMENT IN THE FEEDBACK PROCESS

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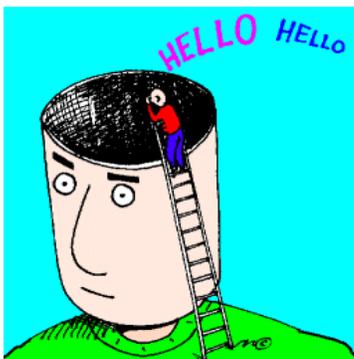
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Formative Assessment

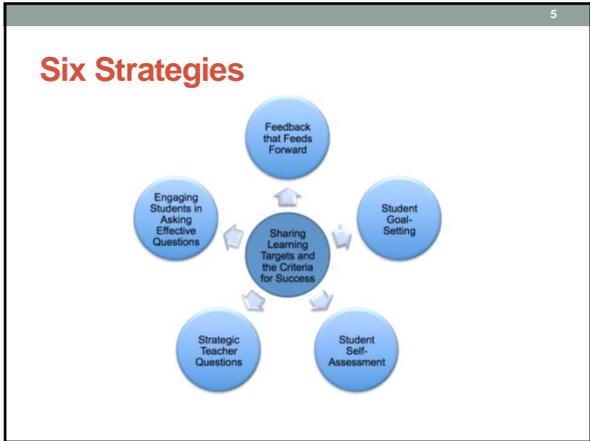
Formative assessment is an **active and intentional learning process** that partners the **teacher and the students** to **continuously and systematically gather evidence of learning** with the express goal of improving student achievement.

Moss & Brookhart, 2009, p. 6

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Success Criteria

- Students "look-fors"
- Sharable in several ways
 - I can statements
 - Rubrics
 - Checklists
 - Guiding questions
 - By analyzing exemplars

A clipboard with a checklist and a pencil. The checklist has four items: 'I can statements', 'Rubrics', 'Checklists', and 'Guiding questions'. The first item is checked with a red mark.





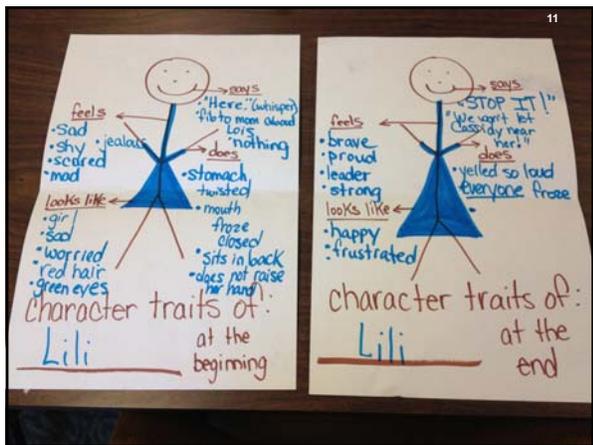
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Example

- **LTS** Today we are learning that an effective paragraph has an opening, uses transition words that build from one part of the paragraph to the other, and leads to the end (conclusion).
- **POU** Students will compare two paragraphs, one with open/transitions/close and one without. How are they different? Which is better and why?
- **L-Fs** Can I locate the transition words? Can I explain whether they were used appropriately? Can I identify the opening and closing and explain whether each is effective or not?

Practice – Which is which?

- I can watch what a character says, looks like, and feels in the beginning & end of a story to see if the character changed.
- Are the character traits I identify the important ones for the story? Can I tell when a character began to change? Can I explain why the event helped the character to change? Does the explanation make sense?
- Use a graphic organizer to identify character traits at the beginning & end of the story.



Success Criteria Should Help Students Interpret Their Learning

Example

- LT -- I can do word problems requiring 2-digit addition.
- Look-fors:
 - I can say WHAT I did and WHY I did it.
 - I can explain each step of my work, in order.
 - I use math vocabulary words and strategy names.
 - I use clear language that others can understand.

Name _____

2 Digit Addition Word Problems

<p>1. Mrs. Jones has 28 students in her class. Mr. Zerk has 17 students in his class. How many students do they have altogether?</p>	<p>2. My mom brought 35 cupcakes and 24 cookies to the school. How many treats did she have in all?</p>
<p>3. There were 42 crickets jumping around the playground. 27 of those crickets jumped. How many crickets are there now?</p>	<p>4. I jumped with the girls team 13 times in a row. My friend jumped 32 times. How many times did we jump in all?</p>
<p>5. John had 35 blue pencils and 23 red pencils. How many pencils did he have altogether?</p>	<p>6. If I can read 63 words and you can read 48 words. How many words can we read in all?</p>

Success Criteria are About Demonstrating Learning

- Whether in “I can” statements, rubrics, or checklists, success criteria must allow assessment of **learning**, not following directions or meeting the requirements of the assignment.

	6 Points	4 Points	2 Points	0 Points
Title of poster		Title is evident on poster, correctly spelled and capitalized	Title is on poster, but with errors or it is hard to read	No title or heading
Order of life cycle stages		All the stages of the life cycle are in the correct order. Stages are correctly labeled.	One or more stages of the life cycle are in the wrong order.	Not included
Illustrations of life cycle stages	Illustrations of each stage are evident.	One or two illustrations of the life cycle stages are missing.	More than 2 illustrations of the life cycle stages are missing.	Not included
Description of life cycle stages	Stages are described with at least 2 details.	Stages are described with one detail. One or more stage is missing.	Stages are incomplete missing. Stages have one or zero supporting details.	Not included
Overall appearance of poster		Poster is very neat and organized. Title and all sentences have correct spelling, capitalization, and punctuation.	Poster is somewhat neat and organized. Some correct spelling, punctuation, and capitalization. Poster shows signs of little effort.	Poster is messy, many errors, not colored, or unfinished. Poster shows no signs of effort.

	Advanced	Proficient	Nearing Proficient	Novice
Order of life cycle stages		All the stages of the life cycle are in the correct order and correctly labeled.	One or more stages of the life cycle are in the wrong order.	No order is specified, or order is incorrect.
Illustrations of life cycle stages	Each stage has an illustration that gives an especially clear or detailed view about what happens to the animal then.	Each stage has an illustration that helps show what happens to the animal then.	Some stage illustrations do not show what happens to the animal then.	Illustrations do not help show what happens to the animal during its life cycle.
Description of life cycle stages	Stages are described accurately. Descriptions are especially complete and detailed.	Stages are described accurately.	Stages are described with some inaccurate or incomplete information.	No stages are described, or stages are described inaccurately.

Revised version, Life Cycle Project rubric, Used with a checklist for assignment requirements

Checklist for assignment requirements

- Not used for grading – used formatively
- By students (self and/or peers)

My Poster Checklist

- ___ My poster has a title.
- ___ My poster is neat.
- ___ My poster is well organized.
- ___ My poster has correct spelling.
- ___ My poster has correct capitalization.
- ___ My poster has correct punctuation.

	On Target	Not on Target
Content	I shared an insight or thought that was genuine, relevant, and worthwhile.	I shared a thought that was made-up, irrelevant, or trivial; OR I didn't share a thought.
Reasoning	I explained why I chose the thought I shared.	I didn't explain why I chose the thought I shared; OR my explanation was not sensible.

Learning Target

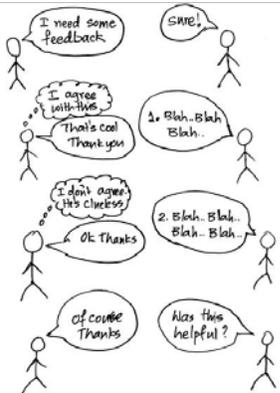
I can analyze feedback and describe its usefulness for moving student learning forward.



Look-fors:

- I know what each characteristic in the checklist means and can apply it accurately to feedback examples.
- I can explain what the teacher and student learned from feedback examples and make realistic predictions about what that means for learning and further instruction.





What kind of feedback do you prefer to receive?

Feedback that Feeds Forward

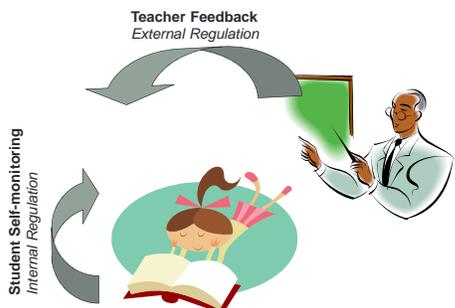


Describe the work's strengths and make one suggestion for a next step.

Feedback Feeds Forward

- Where am I going? (learning target)
- How am I doing? (descriptive feedback)
- How can I close the gap? (suggestion for next steps)





Feedback that Feeds Forward

- Describes the work's strengths first.
- Makes at least one suggestion for a next step.
- Uses different amounts of scaffolding for different students' needs
 - **Remind** students of the learning target
 - Ask detailed, focused questions/suggestions (**scaffold**)
 - Provide **examples** of how to do it

Three Views of Feedback



Handout page 2

Characteristics of Effective Feedback



- Is it descriptive?
- Is it timely?
- Does it contain the right amount of information?
- Does it compare the work to criteria?
- Does it focus on the work?
- Does it focus on the process?
- Is it positive?
- Is it clear?
- Is it specific (but not too specific)?
- Does its tone imply the student is an active learner?

What is “descriptive”?

- Good job!
- That’s a great answer.
- You really get this, don’t you?
- You have a lot of details about Washington’s military career. Can you write a little more about his political career?
- Find a missing comma in this line.
- What happens to the water after it reaches the pond?



What is “descriptive”?

- Good job!
- That's a great answer.
- You really got this, don't you?



- You have a lot of details about Washington's military career. Can you write a little more about his political career?
- Find a missing comma in this line.
- What happens to the water after it reaches the pond?

What is “timely”?



How much is the “right amount” of information?



- At least one strength and one suggestion for improvement
- More, depending on the content, the student's needs, and the particular next step

What does it mean to focus

- On the work?
- On the process?



Positive, clear, and specific



Maintain a learning tone



©1998 Toon * www.ClipartDI.com/1090998



Maintain a learning tone



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Dear Librarian, what book?
 I want you to buy this book again
 because it is a very funny book and
 it has mysteries in it. That's why
 I want you to buy it. Add more.
Sincerely,

I want you to buy this book again
 because it is a very funny book and
 it has mysteries in it. That's why
 I want you to buy it.
*These are two good reasons.
 Can you add the name of
 the book and explain why
 these reasons are important?
 For example, "I feel _____
 when I read funny stories"
 or "Mysteries are great
 because _____."*

Characteristics of Effective Feedback



- What did the student learn from the feedback?
- What did the teacher learn from the feedback?

Feedback Example

Video clip

Compare & contrast the two examples (handout page 3).

What the teacher learned	What the student learned
High school	example
Elementary	example

One other aspect of feedback is **critical**

Let's discover it with a content-free demo...

Demo courtesy of Dr. Heidi Andrade



Applause Rubric

	A	B	C	D/F
Volume	So loud I can't hear myself think	Loud enough that I can't hear myself speak	Loud-ish in some parts of the room but quiet in others	So quiet I can hear the toilet flush in the ladies room
Tempo	Rapid: Hands are hurriedly smacked together	Fast: Hands are quickly brought together	Leisurely: Hands are hit together at an unhurried pace	Slow: Fingers are slowly tapped together
Dynamics	Erupts suddenly, builds to a deafening crescendo that is sustained for a second or more, then fades slowly and reluctantly. May involve cheering, etc.	Builds up for a second, peaks, then fades	No change in dynamics: Half-hearted throughout	Begins with a silent pause, pitter-pats for a second, then fizzles

Characteristics of Effective Feedback



- What next step(s) should the teacher and student take to use this feedback for learning?

5th Grade Oral Feedback Example Work on One Assignment

View the video



Analyze the feedback, using handout page 4.

Written Feedback Example

Eighth grade pre-Algebra, solving one-step equations.

Solve. Show all steps! The steps are worth points! (4 pts each)

1) $x + 3 = 9$
 $x = 6$
 ~~$9 - 3 = 6$~~
 ~~$6 = 6$~~ -2

2) $t - 8 = -4$
 ~~$t = 4$~~
 ~~$-12 - 8 = -4$~~
 ~~$16 = 2$~~ -3

*The steps we show are the "inverse operations". We are not "guessing/checking" anymore.

h = inverse operation: multiplication

Analyze this feedback (handout page 5).

Some Notes about Feedback and Differentiation



Some Notes about Feedback and Differentiation



Feedback for Different Learners

- Successful and moderately successful students
 - Describe the work against criteria
 - Suggest at least one next step
 - Use reminder or scaffold prompts
- Moderately unsuccessful students
 - Describe the work against criteria
 - Suggest at one next step
 - Use scaffold or example prompts
- Very unsuccessful students
 - Describe the work in self-referenced terms
 - Reteach

Answer the following questions by using complete sentences.

THINKING QUESTIONS
 Why are some animals at risk of dying out? *Animals are dying because people are cutting down trees, polluting, and hunting!*

How can we stop pollution?
 2. What can people do to help animals that are at risk? *People can stop hunting, cutting down trees, and polluting so animals won't die.*

What would happen if we stopped hunting completely?
 3. Why might some baby orangutans need to be cared for by humans? *They have to because their homes can't be destroyed and their parents could have died.*

How THINKING QUESTIONS
 Why do humans cut down trees? How can we pollute? Should we stop hunting?

TM252K

Excellent work!
 You used complete sentences with a subject and predicate. You also used correct punctuation and capital letters to start your sentence.

Answer the following questions by using complete sentences.

1. Why are some animals at risk of dying out? *They are habitat*
brood complete *lost their habitat*
thought: *habitat destroyed. Use punctuation at the end of a sentence.*

2. What can people do to help animals that are at risk? *Plant more*
law, create a reserve, provide for fish
are a habitat to visit

3. Why might some baby orangutans need to be cared for by humans? *They*
are in the wild, killed or left
alone alone.

Summary

- For feedback to **feed forward**
- Students AND teachers need to use assessment information
 - The information should be about UNDERSTANDING more than correctness
 - Plan further instruction that gives students an opportunity to use the feedback RIGHT AWAY

Self-evaluation

I can analyze feedback and describe its usefulness for moving student learning forward.



I understand all the characteristics listed on the <i>Feedback Analysis Guide</i> and identify them when I see them used in feedback.	I understand all the characteristics listed on the <i>Feedback Analysis Guide</i> but need more practice recognizing them when I see them.	I am not clear about the meaning of all the characteristics listed on the <i>Feedback Analysis Guide</i> .
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Learning Target

I can analyze feedback and describe its usefulness for moving student learning forward.



You have successfully analyzed the feedback of others. Let's try extending that learning. Can you use your analyses to improve feedback?

Decide whether you would prefer to work with an elementary (handout, p. 6) or secondary (p. 7) example. Work with a partner to improve the feedback example you selected.

Your Next Learning Targets:

-  I can give feedback that is useful for moving student learning forward.
-  I can design opportunities for my students to use my feedback.
-  I can evaluate the effectiveness of my feedback by assessing the results of students' use of it.

What Did I Learn?

- The purpose of this activity is to consolidate and make explicit your new learning about teacher feedback.
- At your tables, identify things you learned this morning about feedback that were new to you or that are more important than you realized. Try to identify both knowledge you gained and skills you (need to) develop. Record the results on chart paper and post. (15 min.)
- Gallery walk – Put "graffiti" on the charts of other groups to identify additional insights.



Learning Target

I can explain what makes self- and peer assessment effective strategies for improving learning.

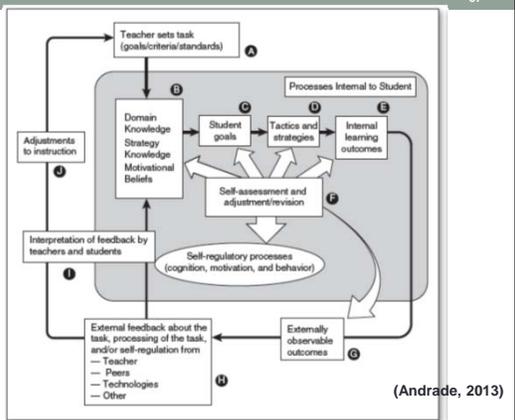


Feedback from Many Sources

Allal (2011, p. 332) defines co-regulation of learning as “the joint influence of student self-regulation and regulation from other sources (teachers, peers, curriculum materials, assessment instruments, etc.) on student learning”.



Thought experiment: How many different sources of influence on student work can you think of?



Student Self-Assessment



Students review their own work in light of criteria and decide on a next step.

Student Self-Assessment

Research Findings

- Greater self-assessment competency is associated with more humble self-assessment
- High achievers may underestimate, and low achievers may overestimate, performance
- Most students are accurate in their assessment of how well they did on tests

• Literature reviews on self-assessment: Andrade & Brown, in press; Andrade & Valtcheva, 2009; Brown & Harris, 2013; Falchikov & Boud, 1989; Ross, 2006

Student Self-Assessment

Research findings: Factors contributing to consistency in self-assessment

- Training and practice in self-assessment
- Opportunities to discuss criteria
- Nature of the task and criteria (simple, concrete tasks work best)
- Experience with the subject
- Age
- Ability

Student Self-Assessment

Specific strategies

- Use self-assessment for learning goals students already know something about
- Teach self-assessment skills
- Rubrics and highlighters
- Indicator systems
- Before and after tests
- Self-assessment of effort

Goal-directed Language

- “What are you trying to learn?” *not* “What are you doing?”
- “What resources do you need to work toward your goal?” *not* “What did you find in the library?”
- “What were you thinking as a writer when you described the noise?” *not* “Why did you write that?”

Example

Grade 4 Speech Therapy

Speech Sound
th

4th grade

The student is an active participant during all activities. She was able to reach her speech goal. We are now working toward making sounds in conversation. (2nd goal)

2nd goal's use my sound correctly when I talk

I use my sound correctly when I read.

3rd goal's use my sound in sentences.

I use my sound in phrases.

I use my sound in the middle of words.

I use my sound in the end of words.

I use my sound in the beginning of words.

I use my sound by itself.

Prediction and Record Sheet for Basic Multiplication Timed Tests

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Name Joselyn GPAR Date 3-9

GOAL-What do you want to learn?

LOCATION- Right now I can do _____ facts in five minutes.
100 facts in 5 minutes

PLAN- My goal is to get _____ / 100 facts on my next test.
I need to improve in _____
100 facts in 5 minutes

ACTION- When will you begin?
Starting _____ I will use these study strategies to improve: _____
will start every day

I will use these problem solving strategies to improve: _____
will start every day

RESULTS- Did you follow through with your plan?
What happened? Did you see improvements?
Yes, I did see improvements.

Self-Assessment

Example

High School Chemistry

Skill	On this assignment, I successfully completed this task on:			
	All problems	Most problems	Some problems	None of the problems
Wrote the given information		<input checked="" type="checkbox"/>		
Identified the unknown	<input checked="" type="checkbox"/>			
Converted Celsius temperatures to Kelvin		<input checked="" type="checkbox"/>		
Wrote the Charles' Law equation			<input checked="" type="checkbox"/>	
Rearranged the equation to solve for the unknown	<input checked="" type="checkbox"/>			
Wrote all numbers with correct units	<input checked="" type="checkbox"/>			

1. A balloon filled with helium has a volume of 2.30 L on a warm day at 311 K. It is in an air-conditioned room where the temperature is 295K. What is its new volume?
 $V_1 = 2.3L$ $T_1 = 311K$
 $V_2 = ?$ $T_2 = 295K$
 $V_2 = \frac{(2.30)(295K)}{311K} = 2.19L$

2. The balloon in question 1 is dipped into liquid nitrogen at -196°C. What is its new volume?
 $V_1 = 2.3L$ $T_1 = 311K$
 $V_2 = ?$ $T_2 = 77K$
 $V_2 = \frac{(2.30)(77K)}{311K} = 2.57L$

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You Be the Student!

- The purpose of this activity is to give you several experiences of student self-assessment that you can use to reflect on the process.
- Follow Sue's instructions.



Peer Assessment



Students review their peer's work in light of criteria and suggest a next step.

Peer Assessment

Research Findings

- Traditional research on peer assessment was about peer grading
- More recent research about peer assessment is about collaborative learning
- Training in peer assessment improves its outcomes
- Students who receive better feedback derive more learning benefits from peer feedback
- Social embarrassment and peer qualifications as evaluators are issues

• Literature reviews on peer assessment: Falchikov & Goldfinch, 2000; Panadero, in press; Topping, 1998, 2013; van Gennip, 2009; van Zundert, 2010

Peer Assessment

Research Findings

- Friendship bias
- Student concerns: competency of peers, unfairness, normative behavior
- Weaker evidence about supporting learning than for self-assessment, although some at the secondary level
- Affirming and suggestive peer feedback has positive effects on learning; didactic and corrective feedback has negative affects

Peer Assessment

Specific strategies

- Teach students how to peer assess
 - Focus on the work, not the person
 - Clear criteria
- Make peer assessment an episode of learning for the assessor as well as the person assessed
 - Not an issue in self-assessment
 - Peer assessment can impose a deeper understanding of the learning goal ("Where am I going?") as well as to the self-regulation of learning more generally if it obliges students to work deeply with criteria and with an example of student work, both of which are known to clarify a student's understanding of what is to be learned

5th Grade Writing Example Work on One Assignment

View the video



Analyze the feedback, using handout page 8.

Peer Feedback Activity

- For this exercise, **you are a high school senior**. Number from 1 to 3 to select your paper (the paper "you wrote"). Work in pairs.
- Each person reads his own paper and the paper "his peer" wrote (handout pp. 9-11).
- Read and make some notes on your peer's paper based on the look-fors (next slide).
- When time is called, give your peer feedback. Be sure to name some strengths and make at least one suggestion for improvement.
- Wait for debriefing instructions.

The following article recently appeared in your local newspaper:

Write a letter to the local council members arguing for or against the building of Big Discount in your area. Support your argument and defend it against the arguments the opposing side might take.



Learning Target

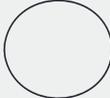
I can explain what makes self- and peer assessment effective strategies for improving learning.



Lightning Round –

Each table must come up with one characteristic they would use when they plan a lesson that includes self- or peer assessment.



	What's at the top of your mind?
	What squares with your thinking?
	What's going around in your head?
