



Providing Feedback: Classroom Feedback Strategies and Tools



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- a Table of Contents that jumps directly to each section
- page navigation to move forward and back through the PDF
- fillable text fields indicated by a blue background color
- check boxes to make selections

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[Setting the Stage](#)

[Research](#)

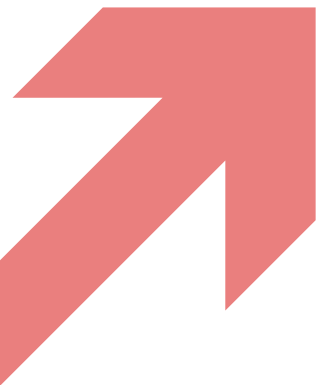
[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)



Setting the Stage

Monitoring My Learning

CONTENTS

Setting the Stage

> Monitoring My Learning

Research

Definition

Strategies

Classroom Implications

Plan

Appendix

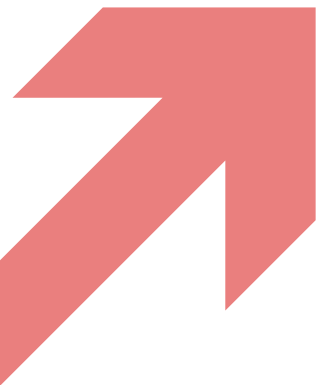
	New to me	I can define it, but may not yet understand it	I get it	I can teach it	I can apply it in another way	What questions do I have? Add more questions, connections, or thoughts throughout the day.
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Identify considerations for feedback content

Now						
My question is . . .						
Later						

Explore factors impacting feedback delivery

Now						
My question is . . .						
Later						



CONTENTS

[Setting the Stage](#)

> [Monitoring My Learning](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

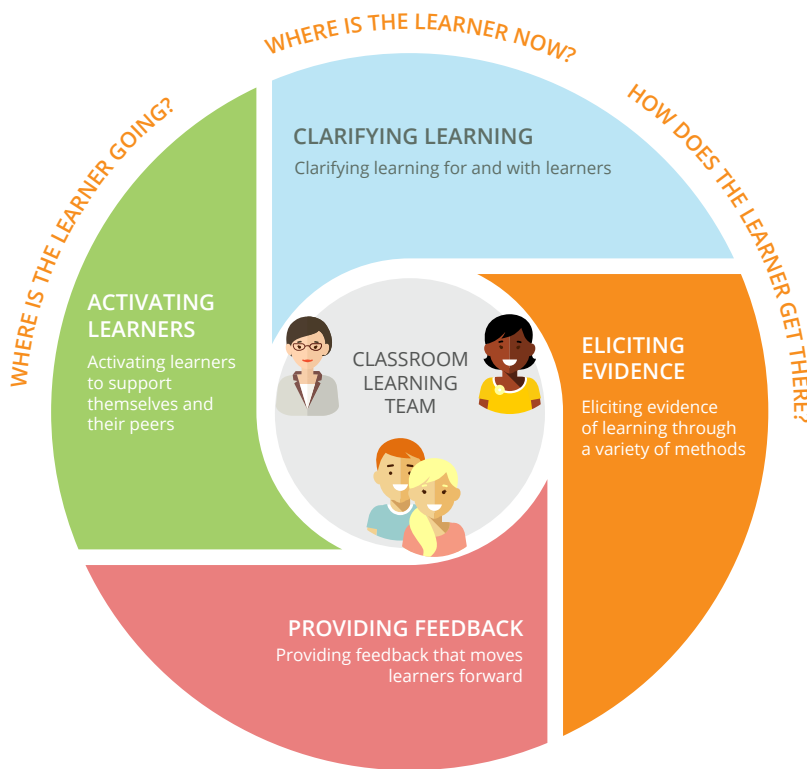
[Plan](#)

[Appendix](#)

Classroom Assessments

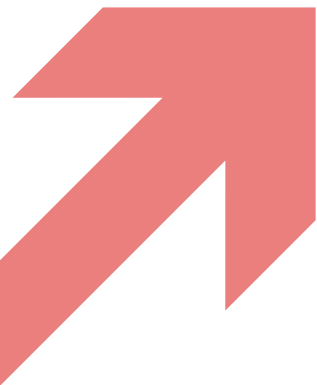
	SHORT-CYCLE ASSESSMENT	MEDIUM-CYCLE ASSESSMENT	LONG-CYCLE ASSESSMENT
What do you learn?	Where each student is in his or her learning right now	How much progress each student is making	Student growth over time, proficiency on standards
Where are you in the curriculum?	Daily lesson	Within, between, and across units and terms	Wrapping up grade-level content standards
When in the teaching process?	Minute-to-minute: 5 seconds to 2 hours	1 to 4 weeks	9 weeks, end of semester, or year
Impact	Immediate or next-day adjustment, scaffolding	Reteaching or scaffolding	Proficiency, materials/resources, unit focus, staffing, scheduling, etc.

Formative Assessment Process



“ Formative assessment does make a difference, and it is the quality, not just the quantity, of feedback that merits our closest attention. By quality of feedback, we now realize we have to understand not just the technical structure of the feedback (such as its accuracy, comprehensiveness and appropriateness) but also its accessibility to the learner . . . , its catalytic and coaching value, and its ability to inspire confidence and hope.

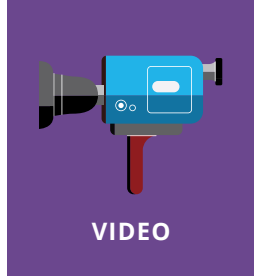
—D. Royce Sadler, 1998, p. 84





Research

Research Findings: Words Matter



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

Make notes about what challenges your current practice or what surprises you from the video. Pick one of the two activities below to process your insight.

Notes

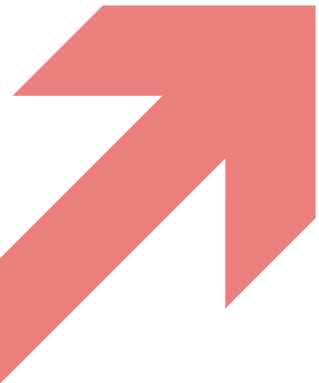
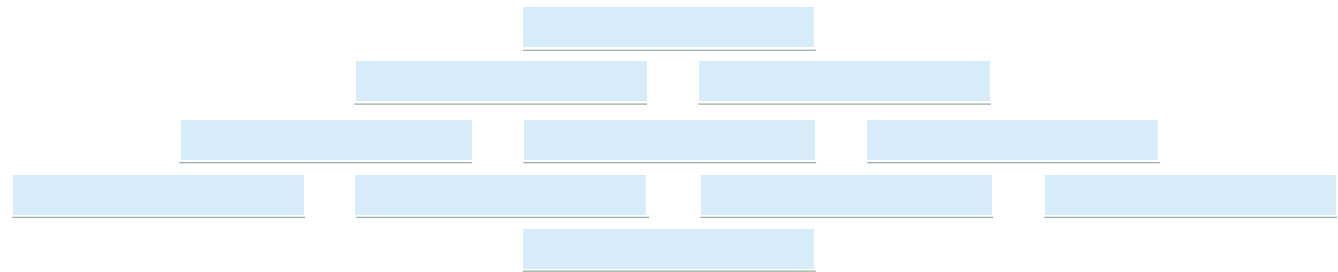
Option A

Compose a Tweet. Remember Tweets are limited to 140 characters. If you have a Twitter account, use the hashtag #NWEAformative to tweet.

Option B

Create a cinquain about your insights from the video. A cinquain is a five-line poem and follows this format:

- First line: one word
- Second line: two words
- Third line: three words
- Fourth line: four words
- Fifth line: one word



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

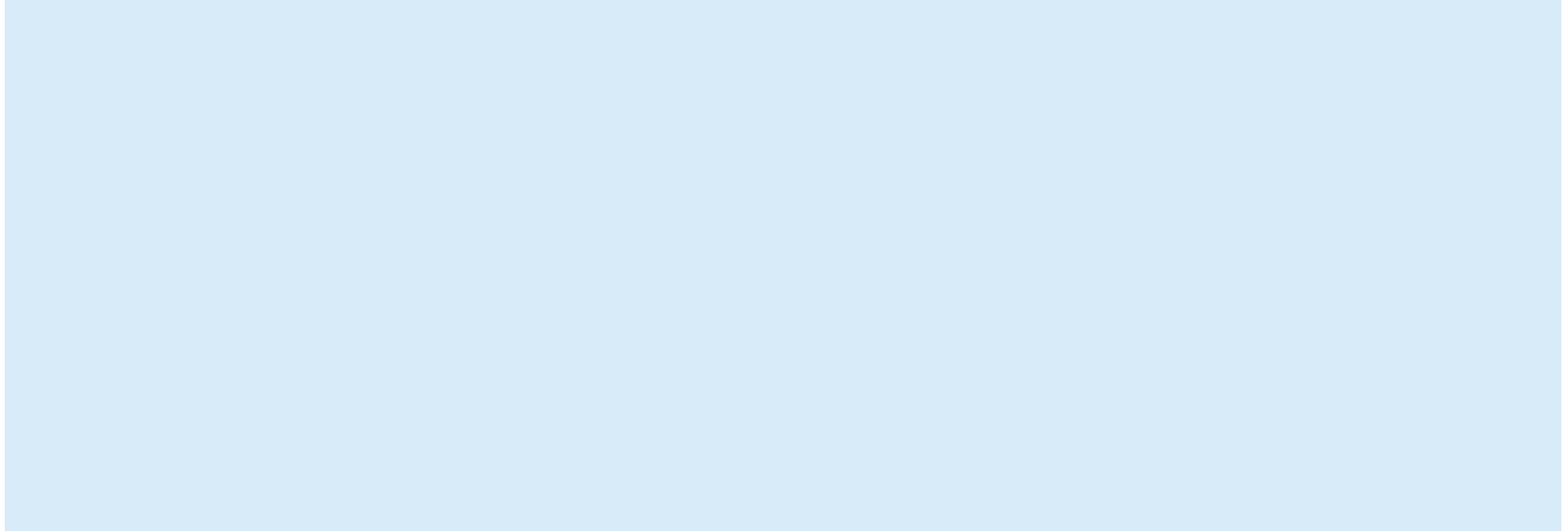
[Strategies](#)

[Classroom Implications](#)

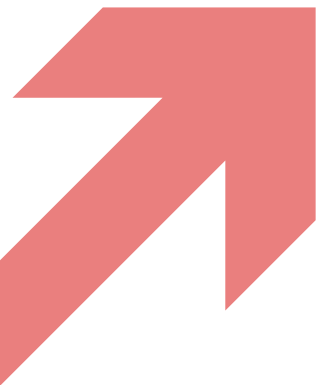
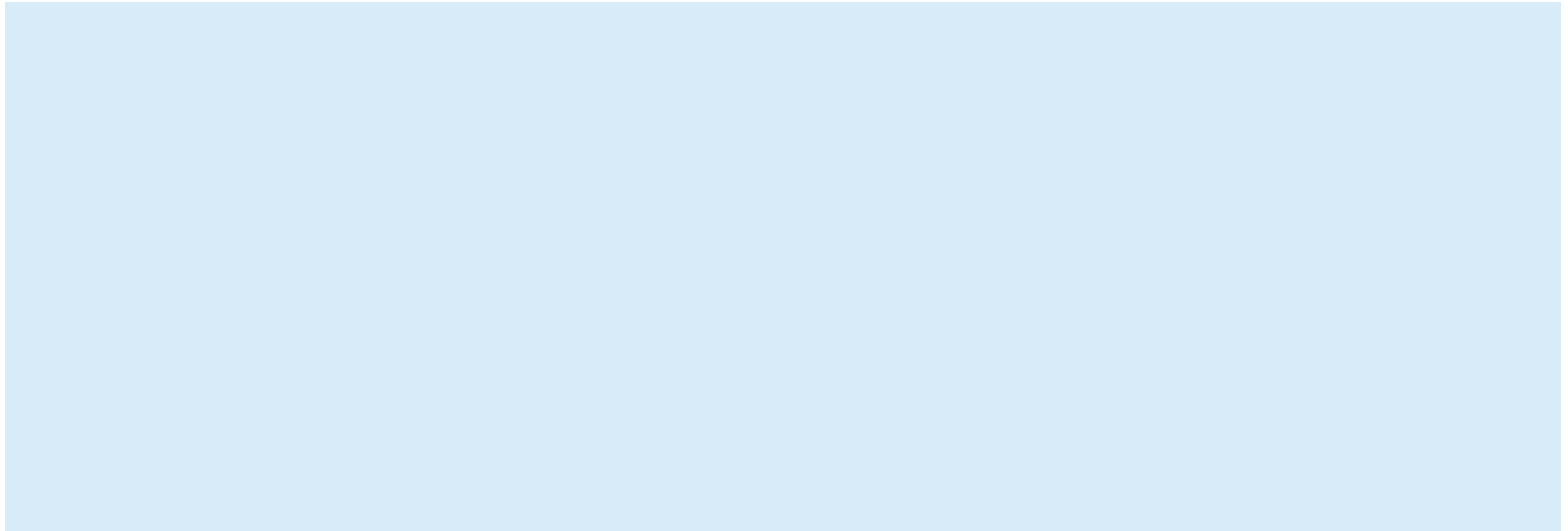
[Plan](#)

[Appendix](#)

Feedback Characteristics, Content, and Considerations



Speed Bumps





Definition

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

From the Experts . . .

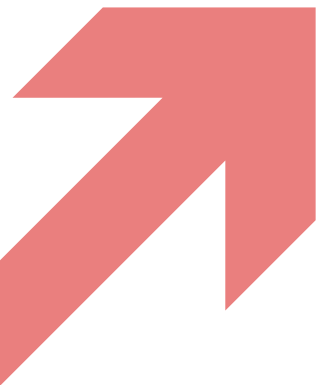
Feedback: Information provided by an agent (e.g., teacher, peer, book, parent, or one's own experience) about aspects of one's performance or understanding.

—John Hattie and Helen Timperley, 2007

Feedback: Information with which a learner can confirm, add to, overwrite, tune, or restructure information.

—Philip H. Winne and Deborah L. Butler, 1995

Your Definition

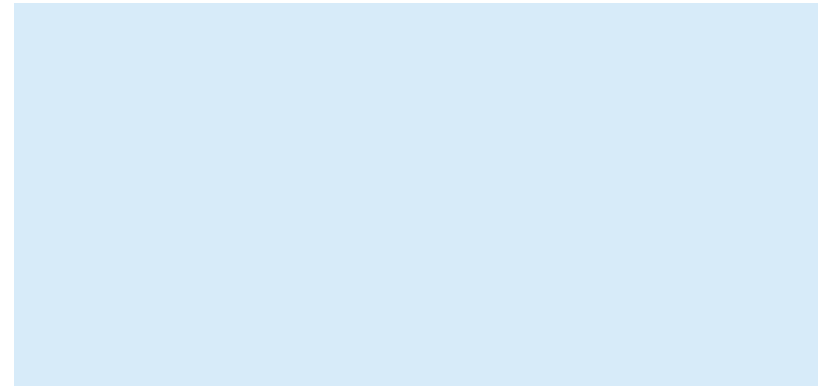




Strategies

A Feedback Model

- Feed Up
- Feed Back
- Feed Forward



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

> [Learning Center 1](#)

> [Learning Center 2](#)

> [Learning Center 3](#)

> [Learning Center 4](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

Learning Centers

Learning Center 1: Teachers Talk

Listen as three teachers discuss their use of feedback. With a partner, consider strategies they use, their reflections, and connections to your current or future practice.

Learning Center 2: Digital Tool Exploration

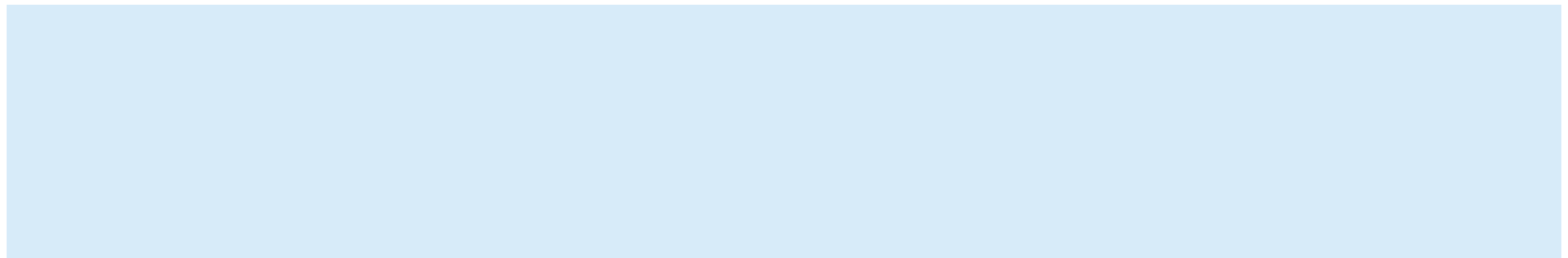
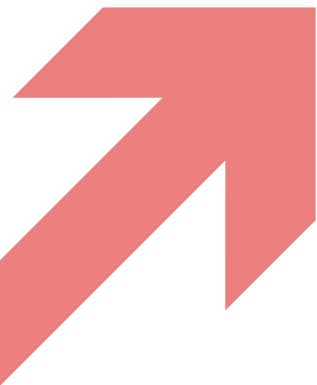
With a partner, investigate free digital tools that support providing feedback to students. Collect information about the tool as well as notes regarding using the tool in a formative manner.

Learning Center 3: Feedback Practice

Work with a partner to review feedback provided by teachers to students. Review the content of the feedback along with the impact of the feedback on student learning.

Learning Center 4: Strategy Jigsaw

In a small group, explore a variety of strategies designed to support you in using feedback with students. Engage in a dialogue about what moves the strategy beyond just a good strategy to make it formative. Identify one to two strategies to use in your classroom.



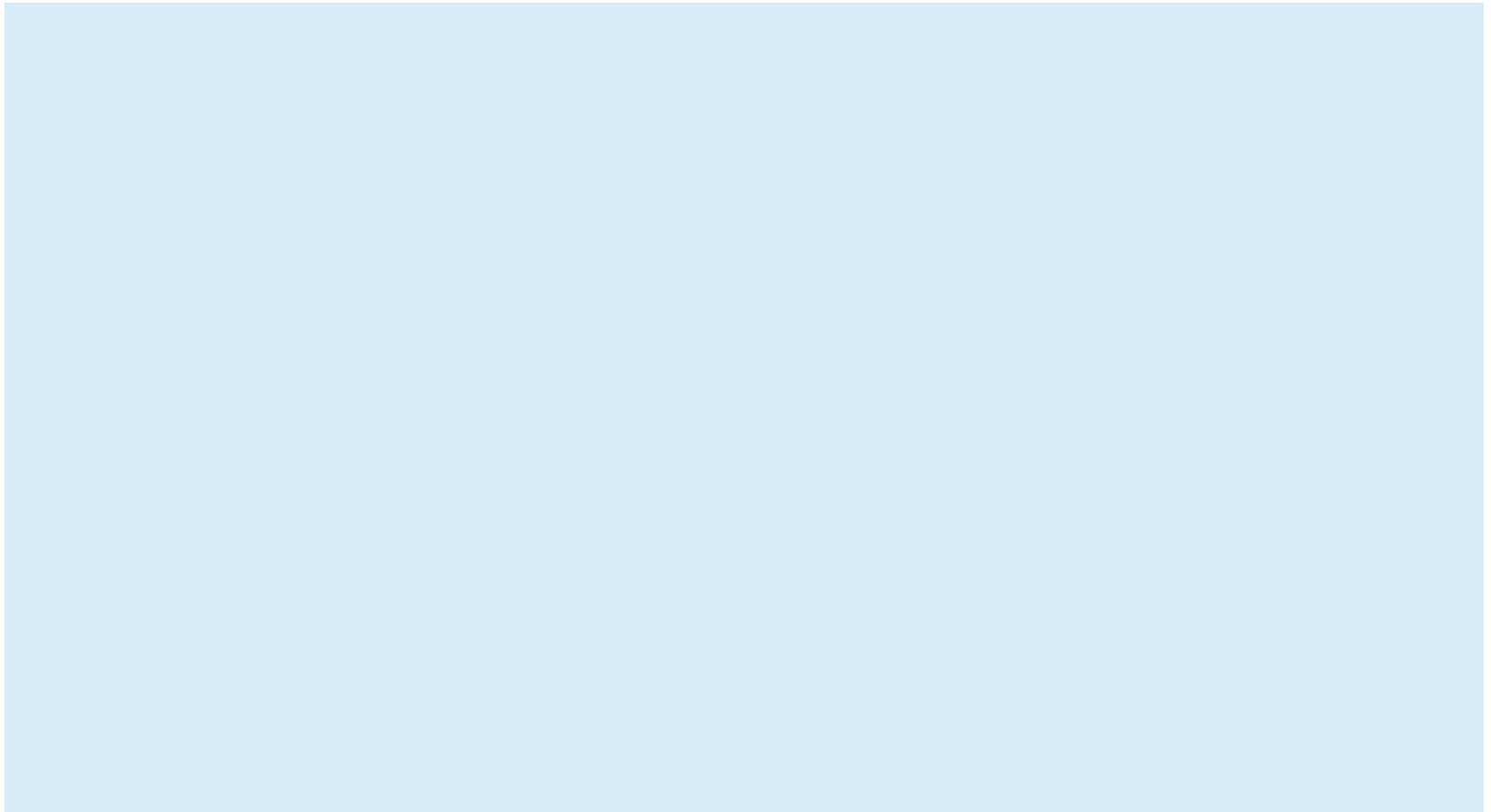
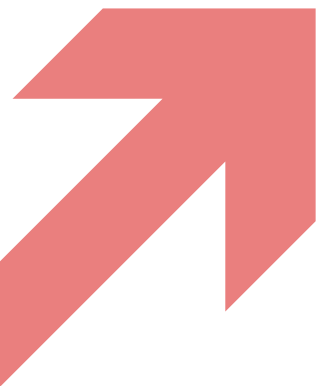


CONTENTS

[Setting the Stage](#)[Research](#)[Definition](#)**[Strategies](#)**> [Learning Center 1](#)> [Learning Center 2](#)> [Learning Center 3](#)> [Learning Center 4](#)[Classroom Implications](#)[Plan](#)[Appendix](#)

Teachers Talk

1. With a partner, review the video ([NWEA.us/PF-Feedback](https://www.nwea.us/PF-Feedback)) of Ms. Carlson, Ms. Knudsen, and Ms. Valdez talking about their use of feedback
2. After watching the video, discuss these questions:
 - a. What reflections do these teachers share that connect to your current practice?
 - b. If you haven't used these strategies yet, how could you try them out in a manageable way?
 - c. If you have tried using formative, learning-focused feedback, have you noticed a similar shift in your classroom? What did the shift look like?





Digital Tool Exploration

1. Work with a partner
2. Consider what you might want from a technology tool to help you with feedback for students; make a few notes below

3. Use the table below
4. Complete the table by investigating digital tools to use for feedback purposes and by collecting information important to remember regarding the description of the tool, options available within the tool, and notes to remember about using the tool; use the blank rows for any additional tools
5. Compare your findings with your wants/needs in a technology tool to help you and your students with feedback; discuss which tool you will be willing to try in your classroom and how you will use it

TOOL	DESCRIPTION/OPTIONS	IMPLEMENTATION NOTES
ForAllRubrics forallrubrics.com		
Formative Feedback for Learning https://itunes.apple.com/us/app/formative-feedback-for-learning/id467523337?mt=8		
TitanPad titanpad.com		

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

Strategies

> [Learning Center 1](#)

> [Learning Center 2](#)

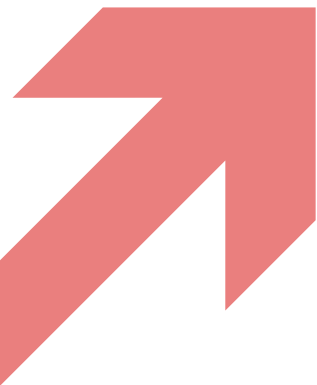
> [Learning Center 3](#)

> [Learning Center 4](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)



Digital Tool Exploration, continued

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

Strategies

> [Learning Center 1](#)

> [Learning Center 2](#)

> [Learning Center 3](#)

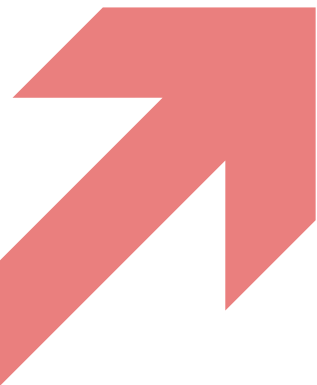
> [Learning Center 4](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

TOOL	DESCRIPTION/OPTIONS	IMPLEMENTATION NOTES
verso versoapp.com/#verso		





Feedback Practice

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

Strategies

> [Learning Center 1](#)

> [Learning Center 2](#)

> [Learning Center 3](#)

> [Learning Center 4](#)

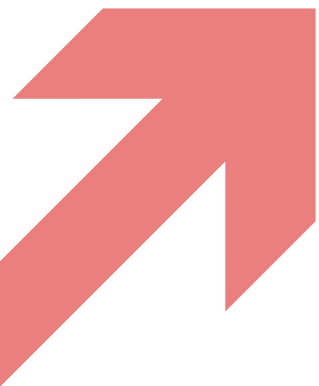
[Classroom Implications](#)

[Plan](#)

[Appendix](#)

1. Work in a dyad or triad
2. Review the student work and feedback provided by the teacher; the packet of examples of student work is in the [Appendix](#)
3. Use the table below to make notes about what you see related to the different aspects of feedback content on specific pieces of student work; an example is provided in the first row; share your thinking with your partner or small group as you compare notes

SAMPLE	FOCUS	COMPARISON	FUNCTION	CLARITY	SPECIFICITY	TO NE
Example: Peer Eval— Innocence and Experience Project	Some FB focused on work and some on opinion of student	First poem comment mentioned criteria; the rest didn't	-“pretty good”	+Language student understands -Clarity about next steps	-most overly general +“give examples”	+“give examples” positive -“pretty good” feels like a shoulder shrug





Strategy Jigsaw

1. Form groups of three
2. Use the table below
3. Divide the strategies so that each person reads three of the strategies and accompanying implementation notes; share what you learned
4. Engage in a dialogue about what moves the strategy beyond just a good strategy to make it formative

STRATEGY	DESCRIPTION	IMPLEMENTATION NOTES
Find and Correct Errors	The teacher tells students how many errors a paper, page, paragraph, or problem contains, but does not tell them explicitly where or what the errors are. The students must find and correct their own errors. The teacher returns a piece of work to students with the number of errors noted. The teacher provides solid support, established structures, and time for students to make the most of this opportunity.	This technique is flexible as appropriate, depending on the class, the students, or the assignment. For example, on a piece of written work, the teacher may decide to write only in the margin the number of errors per page, per paragraph, or per sentence. For written work, the teacher may put a dot in the margin for each error in the line or paragraph. If a student has trouble finding all the errors, he or she may ask a peer for help.
I Tell You, You Tell Me	The teacher includes a revision checklist at the start of any notebook or workbook. Once the teacher has marked a piece of work, he or she lists the assignment (or page number) and the date, and signs the checklist. After students complete the revisions, they also date and sign the checklist. The student must sign the checklist before the teacher will mark the next assignment. The teacher is telling the student when and what to revise, and the student is telling the teacher when he or she is ready for the next assignment.	If parents or students complain about the lack of feedback, the teacher has a system and evidence to support his or her position. This log would also provide information to the teacher and student about the time taken to do revisions. This information might be particularly informative if timeliness is an issue.
+/-/= (Plus, Minus, Equals) Up/Down Arrows	The teacher marks student work with + / - / = to indicate how this performance compares with previous assignments. If the latest assignment is of the same quality as the last, the teacher gives it an "="; if the assignment is better than the last one, he or she gives it a "+"; and if the assignment is not as good as the last one, he or she gives it a "-." There should be well-established routines around this kind of marking, so that students can use it formatively to think about their progress and connect it meaningfully with mastery marking.	The teacher can modify this technique for younger students by using up and down arrows. In the beginning this may be a tricky strategy because quality can be so subjective. It might be most effectively used when the work is being evaluated using the same rubric/criteria.

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

Strategies

> [Learning Center 1](#)

> [Learning Center 2](#)

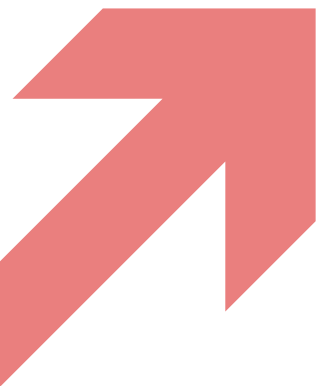
> [Learning Center 3](#)

> [Learning Center 4](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)



Strategy Jigsaw, continued

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

> [Learning Center 1](#)

> [Learning Center 2](#)

> [Learning Center 3](#)

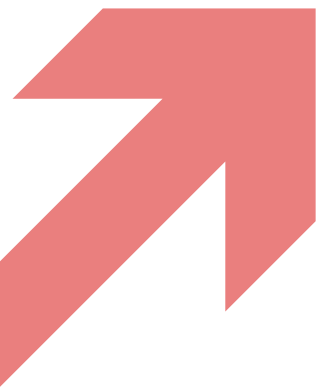
> [Learning Center 4](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

STRATEGY	DESCRIPTION	IMPLEMENTATION NOTES
Reach for the Next Level	Students identify areas of improvement in their own work by comparing their assignments to examples at the next level of achievement. With advanced students, this technique allows the teacher to find room for improvement, no matter how good the original is. Students find out for themselves that they need to set higher standards.	Providing examples at various levels is important to help students identify where they are and where they want or need to be.
Warm and Cool Feedback	Students comment on the positive aspects of a peer's work, giving warm feedback. When they identify areas that need improvement, they are providing cool feedback. They provide hints on how to "raise the temperature" when they offer suggestions about how their peers could improve their work.	Time spent teaching students how to offer suggestions versus providing answers would be helpful in making clear what it means to make suggestions for improvement. Creating a template with prompts to support both warm and cool feedback may make it easier for students to organize and focus their feedback. Suggesting the use of questions when providing cool feedback might be helpful.
ABC Feedback	This strategy allows students to respond to one another—A = Agree with, B = Build upon, C = Challenge. As the ultimate guide, the teacher identifies the focus of the feedback students give each other. Students can develop their thinking more independently.	When students understand this structure, it is an effective shorthand that enriches the quality of feedback. Giving students notice that they will respond to answers and comments made by their peers ensures they listen or read more closely.
Gallery Critique	Students create work on chart paper and post it on the walls around the classroom. Students walk from chart to chart providing feedback to their peers, using sticky notes and prompts. Prompts might be as simple as "I noticed . . ." and "I wondered . . ."	<p>Helping students focus on feedback that is kind, respectful, helpful, and specific is a key to making the feedback manageable and useful. Being kind and respectful does not mean shying away from pointing out important errors. When students return to their piece of work, they spend time reviewing the peer feedback, asking any clarifying questions, and beginning to make adjustments to the work in response to the feedback.</p> <p>Part of training students to provide gallery critiques should include helping them be hard on content but soft on the person and helping the originator be reflective and provide ideas for moving forward. A quick tip to remind students when they leave feedback:</p> <ul style="list-style-type: none"> • Hard on Content • Soft on Person • Step Up, Step Back

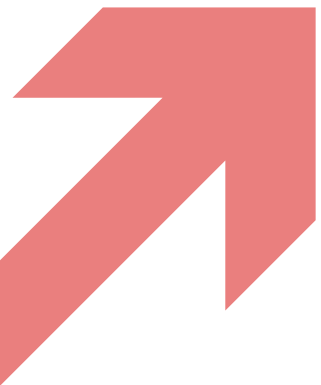


Strategy Jigsaw, continued

CONTENTS

[Setting the Stage](#)[Research](#)[Definition](#)[Strategies](#)> [Learning Center 1](#)> [Learning Center 2](#)> [Learning Center 3](#)> [Learning Center 4](#)[Classroom Implications](#)[Plan](#)[Appendix](#)

STRATEGY	DESCRIPTION	IMPLEMENTATION NOTES
Peer Feedback Conference	<p>Students take turns in a short conference (three minutes) playing the roles of both teacher and student. Students use a rubric and focus their conversation on one or two traits in the rubric.</p> <p>Each student reviews the rubric and sample work, and they make notes about their findings. Students meet to conference. Student A shares his or her comments as Student B listens and makes notes (one acting as the student and the other as the teacher). After discussing possible next steps, students work together to outline a plan for Student A. Roles are then reversed, and the process begins with Student B talking.</p>	<p>When creating work samples, the teacher includes some critical errors (challenging students in the activity to point out a problem in a helpful way), some errors that students in the class often make, or errors that might help the teacher diagnostically.</p> <p>As students are talking, the teacher is listening for student use of the language of the feedback focus and the quality of the feedback. Time reminders are useful to help students pace the conversation. The teacher should plan five minutes at the end of these conferences to debrief the experience, asking questions such as:</p> <ul style="list-style-type: none"> • What was easy about that? What was hard? • What did you notice when . . . ? • What did you learn about . . . ? • What did you learn about helpful feedback?
That's good! Now this!	Teachers use this simple frame to provide feedback to students, identifying specific aspects in each student's work related to the learning targets or success criteria.	Teachers may use a simple, two-part form. The first part includes the two basic prompts: <i>That's good!</i> and <i>Now this!</i> . The second part includes two additional prompts: <i>What I did:</i> and <i>Please notice:</i> for the student to complete.
Three-Minute Teacher Conferences	Students meet with the teacher individually to engage in dialogue about suggestions and comments along with individualized goal setting. It is important to set up these conferences in a structured way so both teacher and student make the best use of the time.	Teachers can meet with a few students during the day or the week depending on specific projects, deadlines, and individual student needs. Helpful hints include the following: <ul style="list-style-type: none"> • The teacher should look at student work beforehand. • A checklist or feedback form should accompany the work. • Comments should be specific to the work and elaborated on during the conference. • The teacher should focus on two to three items that need work and be prepared to share examples on how to improve. • The teacher should allot time for student questions and input. • Students should be able to take the feedback form/ checklist with them at the end of the conference to use as a reference in making revisions.





Classroom Implications

Classroom Feedback Strategies and Tools

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

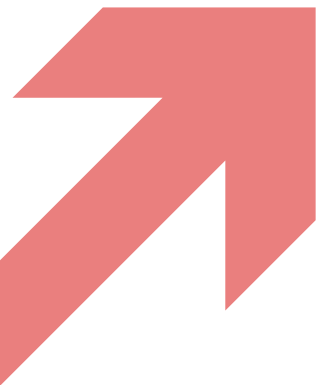
[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

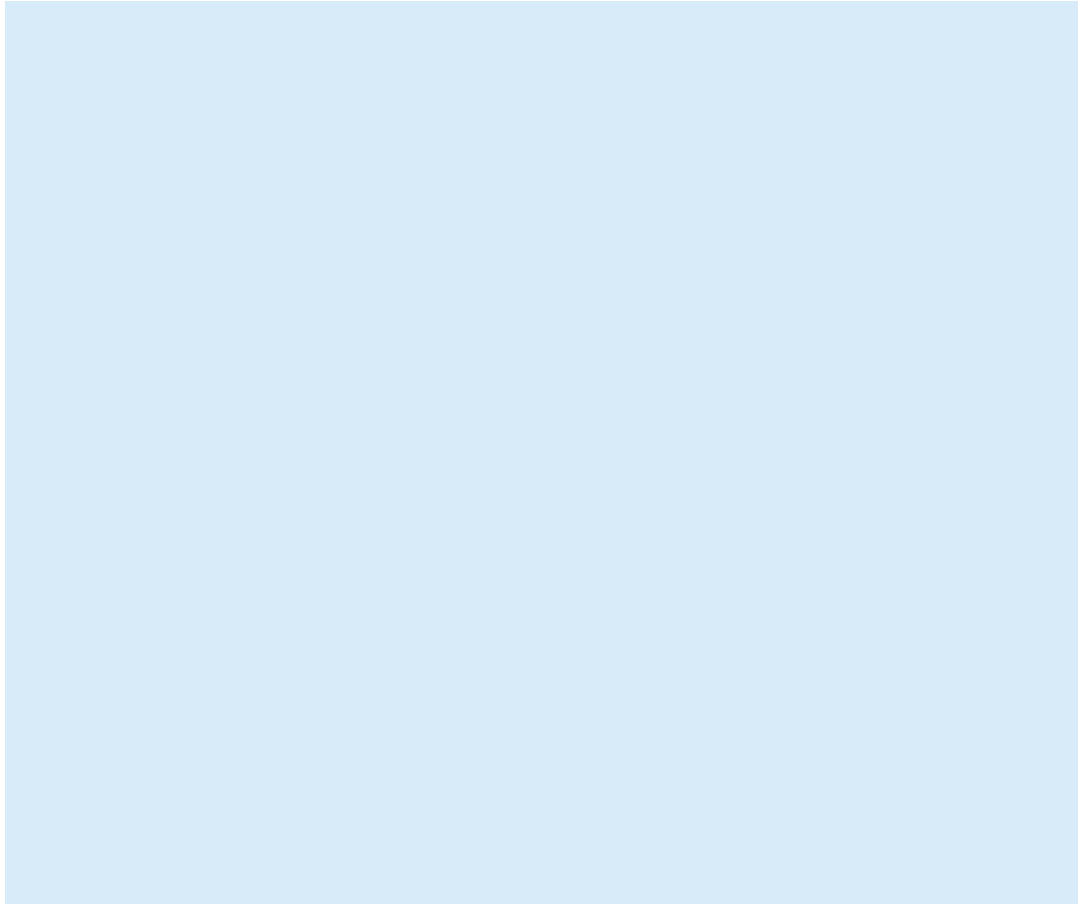
1. Some of my students have not experienced a classroom where making mistakes is viewed as an opportunity to learn. What structures can I provide that would support students in that process?
2. Coaches give feedback all the time. They are honest and encouraging. How can I use some of the strategies coaches use in athletics in my content feedback?
3. How have you set up peer assessment in your classroom so that students are giving and getting useful feedback from one another?
4. How might the use of technology enhance your classroom feedback system?



CONTENTS

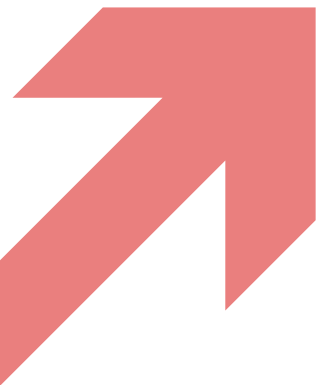
[Setting the Stage](#)[Research](#)[Definition](#)[Strategies](#)[Classroom Implications](#)[Plan](#)[Appendix](#)

Impact



Decades of education research support the idea that by teaching less and providing more feedback, we can produce greater learning (see Bransford, Brown, & Cocking, 2000; Hattie, 2008; Marzano, Pickering, & Pollock, 2001).

—Grant Wiggins, 2012





Plan

Formative Assessment Planning Guide

Directions: Use this tool to assist you in outlining which strategies you want to use to give feedback to students or to have students use feedback from you or their peers. After identifying strategies, begin to plan the connections to the learning targets/success criteria, when these opportunities to give and use feedback occur, what tools might be needed, etc.

FORMATIVE ASSESSMENT PRACTICE	STRATEGIES TO USE	DESCRIPTION (when in lesson, connected to what learning/success criteria, etc.)
Providing Learning-Focused Feedback	To give feedback	
	For students to use feedback	

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

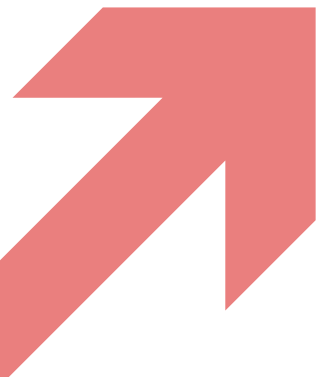
[Plan](#)

> [Formative Assessment Planning Guide](#)

> [Feedback Content—Planning for the Future](#)

> [Balancing Feedback Levels and Types](#)

[Appendix](#)



Feedback Content—Planning for the Future

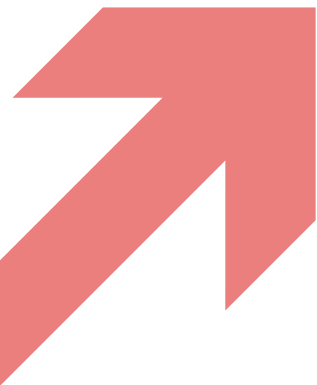
Directions: Use this tool to carefully plan your future use of feedback (what and how) to maximize its impact. What will your students need to know in advance to make better use of the feedback you provide?

FEEDBACK CONTENT	HOW TO MODEL/EXPLAIN
Focus	
Comparison	
Function	
Clarity	
Specificity	
Tone	

CONTENTS

[Setting the Stage](#)[Research](#)[Definition](#)[Strategies](#)[Classroom Implications](#)

Plan

[> Formative Assessment Planning Guide](#)[> Feedback Content—Planning for the Future](#)[> Balancing Feedback Levels and Types](#)[Appendix](#)



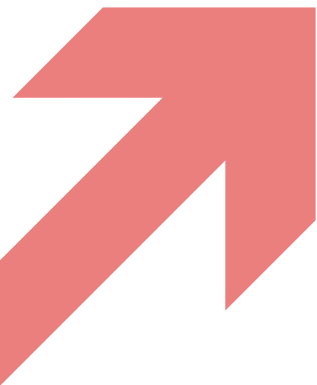
TEMPLATE

Balancing Feedback Levels and Types: Responsive Lesson Plan Template

Directions: Providing effective feedback requires a delicate balancing act. Use this tool to help you examine your practice with regard to the feedback prompts from the Hattie and Timperley model of feedback. Where are you in the feedback model at different times in your lesson? When are you (or your students) providing feedback? What is the focus of the feedback? Who is using the feedback and when? Students providing feedback?

FEEDBACK PROMPT	FEEDBACK PROVIDED TO STUDENT		STUDENT USE OF FEEDBACK	
	Where in Lesson	Modality	Where in Lesson	Modality
Feed Up Where am I going?				
Feed Back How am I going?				
Feed Forward Where to next?				

CONTENTS

[Setting the Stage](#)[Research](#)[Definition](#)[Strategies](#)[Classroom Implications](#)**Plan**[> Formative Assessment Planning Guide](#)[> Feedback Content—Planning for the Future](#)[> Balancing Feedback Levels and Types](#)[Appendix](#)

Appendix

Feedback Examples

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

Appendix

> [Feedback Examples](#)

May be found in intro # but not a thesis — no clearly defined opinion

1. Many colonists were so inspired by revolutionary spirit, good actions came from them.
2. When revolutionary spirit went through the colonial land many things changed including surroundings and people's views.
3. Revolutionary spirit was the push the colonists needed to change the way things were in their world.

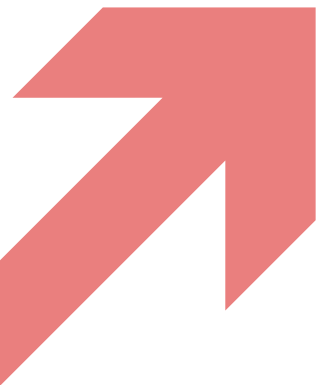
persuasive, change minds

moved by words and promise of freedom

Revolutionary spirit was the push the colonists needed to adopt freedom.

10/10

must discuss revolutionary spirit then how it was impetus



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

> [Feedback Examples](#)

Feedback Examples, continued

Flame Identification Lab Report score sheet

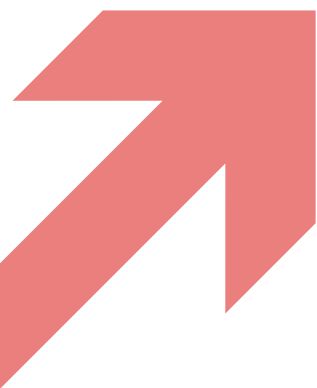
Student _____

Item	Criteria	Possible	Earned	Comments
Purpose	Was the purpose clearly stated in a grammatically correct sentence?	1	1	
Hypothesis	Was the hypothesis clearly stated in an if-then statement?	1	1	
Materials	Were all of the materials needed for the lab listed?	1	1	
Procedure	Did the student list all of the steps of the lab or refer to the correct procedure?	1	1	
Data Table	Is the data table neat and well organized? Are there thorough descriptions for every sample listed? Are the letters of the unknown clearly listed?	3	3	
Conclusion	Is the conclusion written in paragraph form? Does the conclusion state the results found in the laboratory experiment? Is there an appropriate discussion of the possible source(s) of error? Does the conclusion reveal relevant information that the student learned for the lab? Is the graphic organizer filled in?	8	8	
Questions	Are all of the questions clearly answered in complete sentences?	3	3	
Unknown ID	Are the unknowns correctly identified?	8	2	
Appearance	Does the lab report look nice? Is it typed or written in ink? Does it follow the appropriate format?	4	4	
Totals		30	24	

General Comments:

Nice job, save the incorrect ids.

24/30



Feedback Examples, continued

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

> [Feedback Examples](#)

Name: _____
 Period: _____
 Date: _____

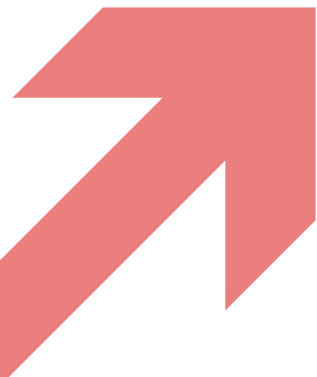
Algebra III

AL3UNIT1WU7

Unit 1 - Review

INK
 0/3

1) $\frac{4 + \sqrt{36 + (11 - 2(4))^2}}{(4 - (-2 + 3)) + 1}$ $\frac{4 + \sqrt{36 + (11 - 8)^2}}{4 + 36 + (3 - 2)^2}$ $\frac{4 + \sqrt{36 + 9}}{4 + 36 + 1}$ $\frac{4 + \sqrt{45}}{41}$ $\frac{4 + 3\sqrt{5}}{41}$ $\frac{4}{8} = \frac{1}{2}$	2) Use the table to simplify the following expression. $ab \left[\frac{3ab}{c-d} \right]$ $\sqrt{3 \cdot 10}$ <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><th>a</th><th>b</th><th>c</th><th>d</th></tr> <tr><td>1</td><td>0</td><td>-2</td><td>-1</td></tr> </table>	a	b	c	d	1	0	-2	-1				
a	b	c	d										
1	0	-2	-1										
3) $\frac{3y - 2}{2} = 15$ $3y - 2 = 30$ $3y = 32$ $y = \frac{32}{3}$	4) $8 - x = 5x + 32$ $-x = 5x + 24$ $-6x = 24$ $x = -4$												
5) Complete the following table of rules: <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><th>$(x^a)(x^b)$</th><th>equals...</th></tr> <tr><td>x^a</td><td>x^{a+b}</td></tr> <tr><td>$\frac{1}{x^a}$</td><td>x^{-a}</td></tr> <tr><td>$\frac{x^a}{x^b}$</td><td>x^{a-b}</td></tr> <tr><td>x^0</td><td>1</td></tr> </table>	$(x^a)(x^b)$	equals...	x^a	x^{a+b}	$\frac{1}{x^a}$	x^{-a}	$\frac{x^a}{x^b}$	x^{a-b}	x^0	1	6) Simplify $(5g^{-3})^2(-g^3f^2)^3$ $(25g^{-6})(-g^9f^6)$ $-25g^{-3}f^6$		
$(x^a)(x^b)$	equals...												
x^a	x^{a+b}												
$\frac{1}{x^a}$	x^{-a}												
$\frac{x^a}{x^b}$	x^{a-b}												
x^0	1												
7) Simplify $\frac{(5x^2)(4x^3)^3}{-2x^{-3}}$ $\frac{5x^2(64x^9)}{-2x^{-3}}$ $\frac{320x^{11}}{-2x^{-3}}$	8) Complete the following table: <table border="1" style="display: inline-table; border-collapse: collapse;"> <thead> <tr><th>Decimal</th><th>Scientific not.</th></tr> </thead> <tbody> <tr><td>.00076</td><td>7.6×10^{-4}</td></tr> <tr><td>340000</td><td>3.4×10^5</td></tr> <tr><td>0.1273</td><td>1.273×10^{-1}</td></tr> <tr><td>43000</td><td>4.3×10^4</td></tr> <tr><td>820000</td><td>8.2×10^5</td></tr> </tbody> </table>	Decimal	Scientific not.	.00076	7.6×10^{-4}	340000	3.4×10^5	0.1273	1.273×10^{-1}	43000	4.3×10^4	820000	8.2×10^5
Decimal	Scientific not.												
.00076	7.6×10^{-4}												
340000	3.4×10^5												
0.1273	1.273×10^{-1}												
43000	4.3×10^4												
820000	8.2×10^5												
9) Multiply and express the answer in scientific notation. $(3.2 \times 10^{-2})(1.5 \times 10^{-3})$ 4.7×10^{-5}	10) Divide and express the answer in scientific notation. $\frac{4.4 \times 10^5}{3.2 \times 10^{-3}}$ 1.375×10^8												



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

> [Feedback Examples](#)

Feedback Examples, continued

Artist Name _____

15/20

Peer Evaluation—Innocence and Experience Project

Yin/Yang
Overall Rating—include creativity, thoughtfulness, and effort

1 2 3 4 5 6 7 8 9 10

Comments: I like some of the thinking. It is less creative, and I think you can do better.

Poem
Overall Rating—include creativity, clarity, beautiful writing, and effort

1 2 3 4 5 6 7 8 9 10

Comments: I think here you just need to describe your mandala - give examples of innocence & experience through words, sentences. Why I chose a six for my Yin/Yang is because it didn't really have any colors just only a little bit. For my poem I'm not that great w/ them. ~~So get help but its hard to explain about myself.~~

Yin/Yang
Overall Rating—include creativity, thoughtfulness, and effort

1 2 3 4 5 6 7 8 10

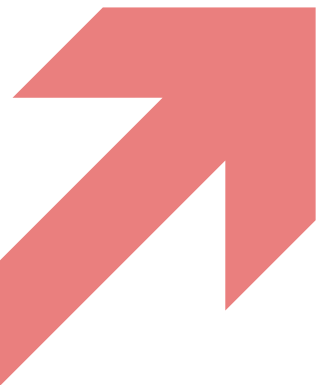
Comments: It was pretty good. It looked alright

Poem
Overall Rating—include creativity, clarity, beautiful writing, and effort

~~1~~ 2 3 4 5 6 7 8 9 10

Comments: It was pretty good.

Peer Evaluator _____



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

> [Feedback Examples](#)

Feedback Examples, continued

Artist Name _____

Peer Evaluation—Innocence and Experience Project

Yin/Yang

Overall Rating—include creativity, thoughtfulness, and effort

1 2 3 4 5 6 7 8 9 10

Comments: It was good

Poem

Overall Rating—include creativity, clarity, beautiful writing, and effort

1 2 3 4 5 6 7 8 9 10

Comments: thoughtful and nice

Peer Evaluator _____

Yin/Yang

Overall Rating—include creativity, thoughtfulness, and effort

1 2 3 4 5 6 7 8 9 10

Comments: It was good and ~~really~~ raw FI

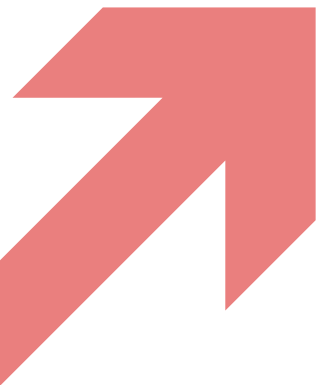
Poem

Overall Rating—include creativity, clarity, beautiful writing, and effort

1 2 3 4 5 6 7 8 9 10

Comments: That was ^{very} about the show.

Peer Evaluator _____



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

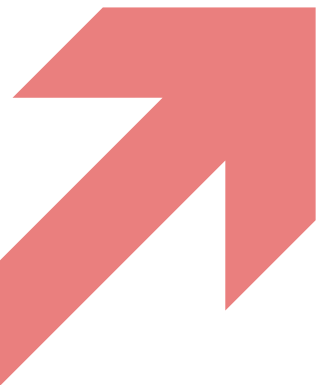
[Appendix](#)

> [Feedback Examples](#)

Feedback Examples, continued

The poem "Catch" by Robert Francis relates poetry to a simple game of catch. Francis writes the entire poem about catch, but the ideas can be used for writing good poetry. The line "Anything, everything tricky, risky, nonchalant" particularly shows the relationship between these two things. This is because in catch, you can throw the ball anyway you want. In poetry, you can write whatever you want.

You have all
pieces of good
evidence - look at
your annotations
by now.



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

Appendix

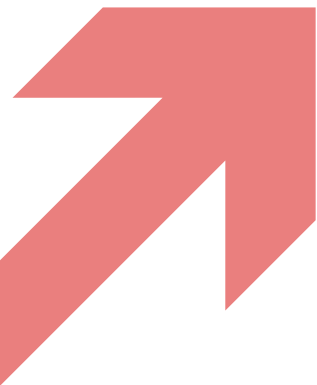
> [Feedback Examples](#)

Feedback Examples, continued

70 ✓

I think that it is world wide per.2
 problem to let ^{immigrants} foreigners come to the U.S.
 but honestly I don't think it should
 be we should ~~to~~ allow anyone to come
 to the U.S. Because they are just
 regular humans like everyone else
 and it shouldn't matter on race, religion,
 or anything everyone should be equal
 to having freedom in the U.S. &.

*you start some good thoughts here but you
 need to develop those thoughts much more.
 the U.S. does stand for freedom and the world sees
 us that way. yet not everyone in the US respects
 other people's freedom.*



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

> [Feedback Examples](#)

Feedback Examples, continued

Handwritten student notes on lined paper. At the top, there are two diagrams: one with two parallel slanted lines and another with a vertical line and a horizontal line labeled 'P-3'. Below these are numbered notes:

1. ~~1.~~
2. year. seipe
3. latid is the
4. it leans to the left 60°
5. geo lege
6. fitted
7. That state is
8. The level of the horizon is dettremend by how fast it is going.
9. The rotation of the earth and the moon
10. ~~10.~~
11. londond is the north pole and south pole.
12. ~~12.~~

Below the notes, there is a large, dark, scribbled-out area and a horizontal line. A large red arrow points from the bottom left towards the center of the page.

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

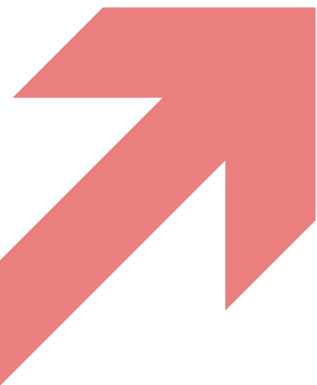
[Plan](#)

[Appendix](#)

> [Feedback Examples](#)

Feedback Examples, continued

<p>40 excellent 37 very good 35 good 33 acceptable 30 okay 27 problematic</p>	<p>Linguistic Skills:</p> <ul style="list-style-type: none"> Speaks only in Spanish Speaks clearly Speaks with appropriate rhythm 	<p>Your Spanish is very clear and you spoke all in Spanish</p>
<p>20 excellent 18 very good 16 good 14 okay</p>	<p>Enthusiasm:</p> <ul style="list-style-type: none"> Confident Varied tone Public relation 	<p>I could understand everything</p>
<p>20 excellent 18 very good 16 good 14 okay</p>	<p>Control and Theme relevance:</p> <ul style="list-style-type: none"> Real world content and based on facts Good organization 	<p>A very original subject</p>
<p>20 excellent 18 very good 16 good 14 okay</p>	<p>Interactive:</p> <ul style="list-style-type: none"> Receive and answer questions well No reading 	<p>You answer questions very well</p>
<p>40 excellent 37 very good 35 good 33 acceptable 30 okay 27 problematic</p>	<p>Linguistic Skills:</p> <ul style="list-style-type: none"> Speaks only in Spanish Speaks clearly Speaks with appropriate rhythm 	<p>Good colors.</p>
<p>20 excellent 18 very good 16 good 14 okay</p>	<p>Enthusiasm:</p> <ul style="list-style-type: none"> Confident Varied tone Public relation 	<p>Varied tone 😊</p>
<p>20 excellent 18 very good 16 good 14 okay</p>	<p>Control and Theme relevance:</p> <ul style="list-style-type: none"> Real world content and based on facts Good organization 	
<p>20 excellent 18 very good 16 good 14 okay</p>	<p>Interactive:</p> <ul style="list-style-type: none"> Receive and answer questions well No reading 	



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

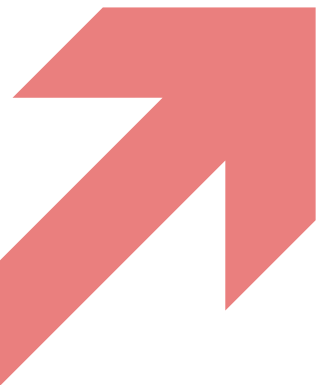
[Appendix](#)

> [Feedback Examples](#)

Feedback Examples, continued

40 excellent 37 very good 35 good 33 acceptable 30 okay 27 problematic	Linguistic Skills: <ul style="list-style-type: none"> Speaks only in Spanish Speaks clearly Speaks with appropriate rhythm 	
20 excellent 18 very good 16 good 14 okay	Enthusiasm: <ul style="list-style-type: none"> Confident Varied tone Public relation 	I like your shirt
20 excellent 18 very good 16 good 14 okay	Control and Theme relevance: <ul style="list-style-type: none"> Real world content and based on facts Good organization 	
20 excellent 18 very good 16 good 14 okay	Interactive: <ul style="list-style-type: none"> Receive and answer questions well No reading 	I want to tie-dye now

40 excellent 37 very good 35 good 33 acceptable 30 okay 27 problematic	Linguistic Skills: <ul style="list-style-type: none"> Speaks only in Spanish Speaks clearly Speaks with appropriate rhythm 	Good use of Spanish Some problems with words
20 excellent 18 very good 16 good 14 okay	Enthusiasm: <ul style="list-style-type: none"> Confident Varied tone Public relation 	I understood, and you could explain all of your information
20 excellent 18 very good 16 good 14 okay	Control and Theme relevance: <ul style="list-style-type: none"> Real world content and based on facts Good organization 	Very unique subject Presented good information
20 excellent 18 very good 16 good 14 okay	Interactive: <ul style="list-style-type: none"> Receive and answer questions well No reading 	Good use of drawings



CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

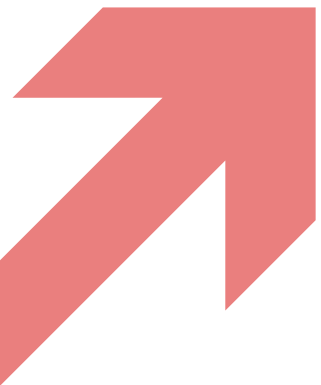
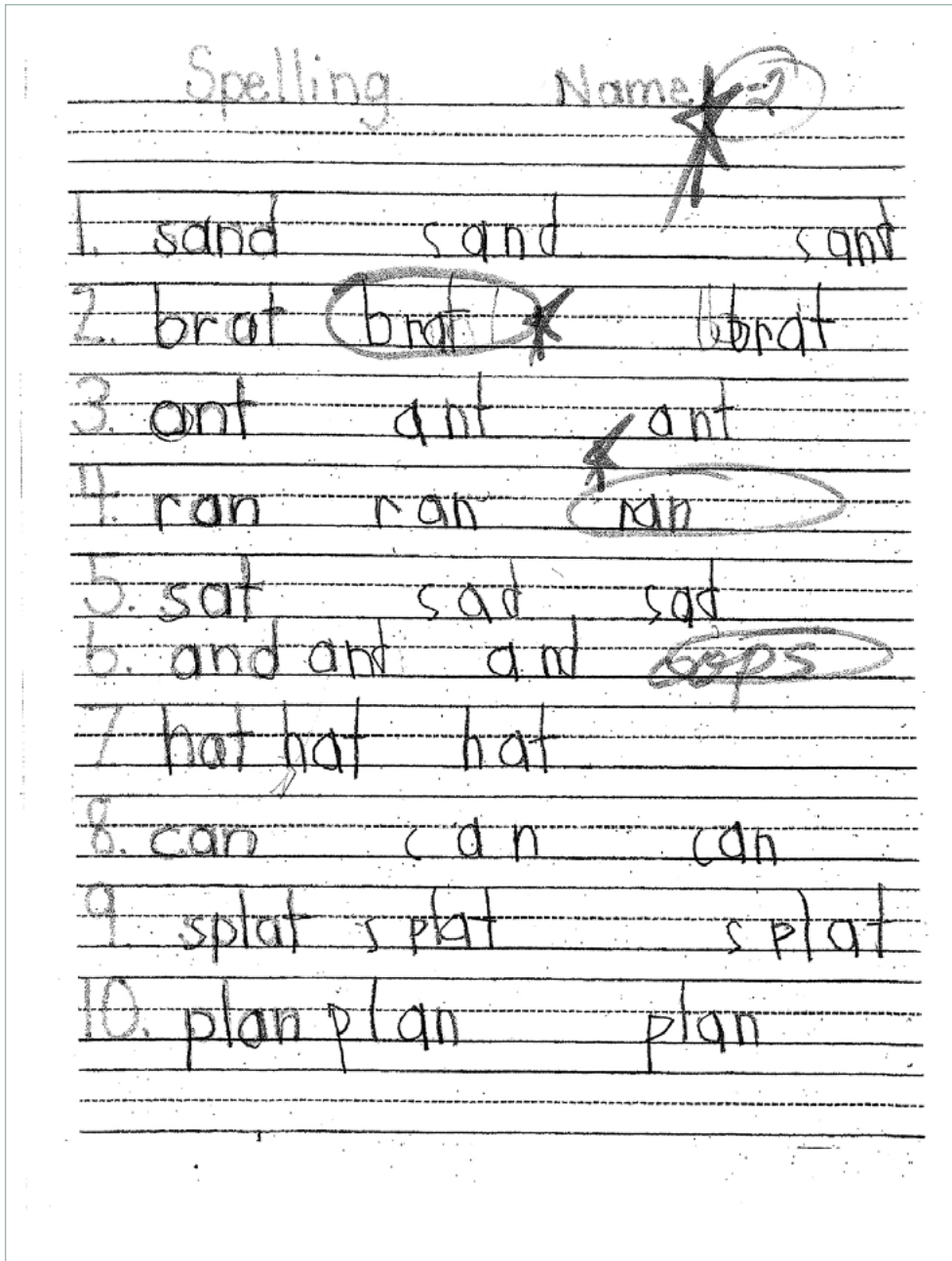
[Classroom Implications](#)

[Plan](#)

Appendix

> [Feedback Examples](#)

Feedback Examples, continued



Feedback Examples, continued

CONTENTS

[Setting the Stage](#)

[Research](#)

[Definition](#)

[Strategies](#)

[Classroom Implications](#)

[Plan](#)

[Appendix](#)

> [Feedback Examples](#)

MY Trip to California

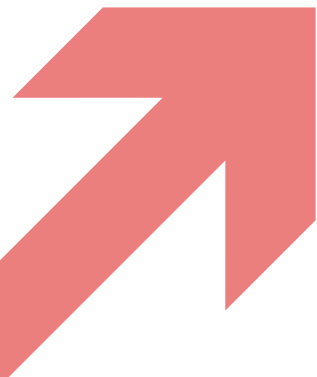
When I ^{nic} went to CA. with my family, we hang out at the Red Lion hotel for a while. Then we sped at life. The next morning, I played video games. Then ~~me~~ my family visited my ^{was} late Grand dad's house. He ^{was} 72 years old!!! After that we went back to the good, nice hotel. After about good days we ^{went} go back to colorado. That was the best trip I ever had in my life!

Week Beg

PRO

tell more details

Content	3	Organization	3
Voice	2	Convention	2+
Word Ch.	3	Sent. Flow	3
		Total	14



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