



# Providing Feedback: Learning-Focused Feedback



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The functionality consists of:

- 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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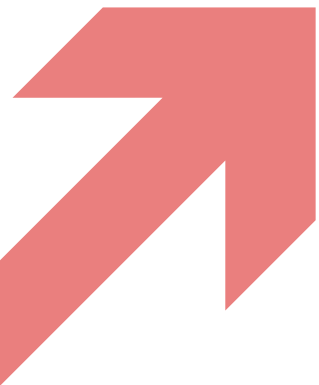
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# Setting the Stage

## Monitoring My Learning

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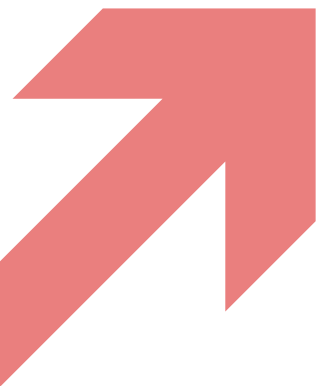
	New to me	I can define it, but may not yet understand it	I get it	I can teach it	I can apply it in another way	What questions do I have? Add more questions, connections, or thoughts throughout the day.
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Understand how feedback strategies and content impact student learning

<b>Now</b>						
<b>Later</b>						

Explore different types of feedback and feedback as a process

<b>Now</b>						
<b>Later</b>						



# Current Reality

Capture examples that resonate with you, and take notes for reference later in this session.

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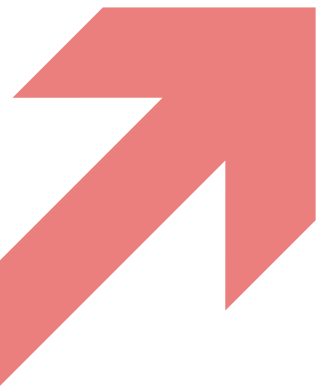
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EVALUATIVE	OBJECTIVE

IMPACTFUL	NON-IMPACTFUL



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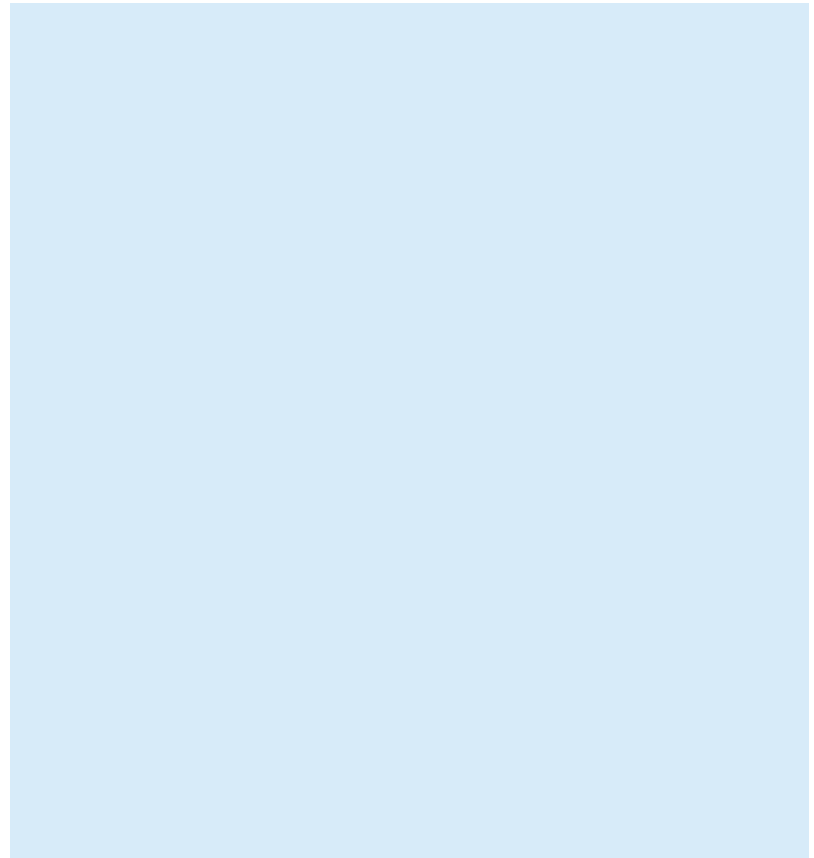
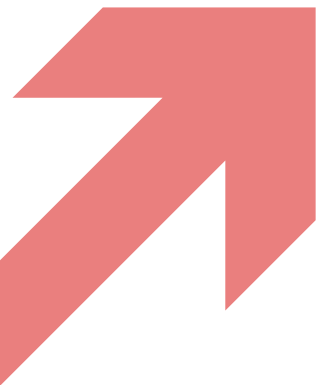
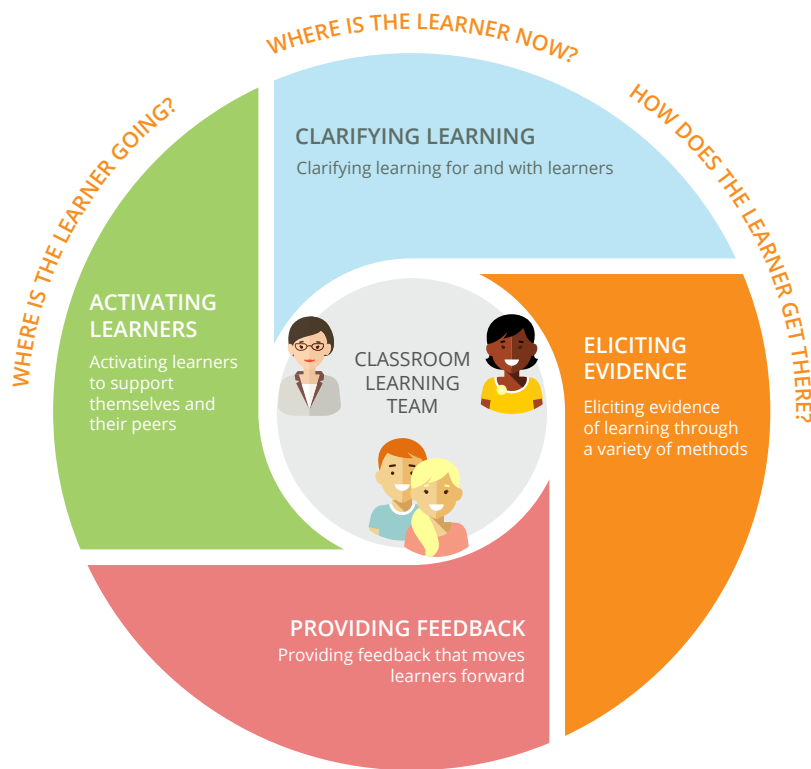
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# Classroom Assessments

	SHORT-CYCLE ASSESSMENT	MEDIUM-CYCLE ASSESSMENT	LONG-CYCLE ASSESSMENT
<b>What do you learn?</b>	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
<b>Where are you in the curriculum?</b>	Daily lesson	Within, between, and across units and terms	Wrapping up grade-level content standards
<b>When in the teaching process?</b>	Minute-to-minute: 5 seconds to 2 hours	1 to 4 weeks	9 weeks, end of semester, or year
<b>Impact</b>	Immediate or next-day adjustment, scaffolding	Reteaching or scaffolding	Proficiency, materials/resources, unit focus, staffing, scheduling, etc.

# Formative Assessment Process





# Research

## Models and Levels of Feedback



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Feedback is widely understood to be a vital part of teaching and learning, but what exactly is the meaning of *feedback*? What does research tell us about which types of feedback are most effective—and under what circumstances? How do students react to and incorporate feedback? And how can feedback be used to improve learning?

#### **The Meaning of Feedback**

Hattie and Timperley (2007) conceptualized feedback as “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (p. 81). The authors described feedback and instruction as along a continuum, where at one end feedback purely informs a student about his or her correctness. At the other end of the continuum, the amount of information provided turns the feedback essentially into instruction. Feedback in effect addresses the gap between a student’s current understanding or abilities and a learning target.

#### **The Effectiveness of Feedback**

Hattie and Timperley’s wide-ranging synthesis of the literature on feedback found that “the highest effect sizes involved students receiving information feedback about a task and how to do it more effectively (p. 84).” Effect size is a simple way to quantify the difference between two groups when measuring the strength of something tried. Typically it is expressed in relation to a standard deviation.

“Lower effect sizes were related to praise, rewards, and punishment” (p. 84). They suggested that rewards and punishment not be considered feedback. Rather, feedback should “provide cues or reinforcement to learners” (p. 84).

#### **A Model of Feedback**

In their model of feedback, Hattie and Timperley stated that feedback should answer three questions:

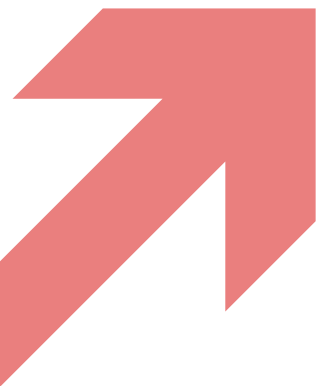
*Where am I going? (the goals)*—Feed Up

*How am I going?*—Feed Back

*Where to next?*—Feed Forward (p. 87)

*Where am I going?* This is the “What’s the goal?” question. “Goals may relate to specific attainment or understandings or to differing qualities of experience, and they typically involve two dimensions: challenge and commitment” (p. 88). It is crucial that goals be clear and specific so that students can relate feedback to their progress toward the goal. Student commitment is often assumed by teachers and parents, but it is not a given.

*How am I going?* To answer this question, the agent provides information “relative to a task or performance goal, often in relation to some expected standard, to prior performance, and/or to success or failure on a specific part of the task” (p. 89). Hattie and Timperley warned against relying too heavily on tests or other assessments to answer this question, as they can fall short in providing the needed information.



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## Models and Levels of Feedback, continued

*Where to next?* Rather than merely answer this question with “more of the same,” agents should provide students “information that leads to greater possibilities for learning” that “may include enhanced challenges, more self-regulation over the learning process, greater fluency and automaticity, more strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood” (p. 90).

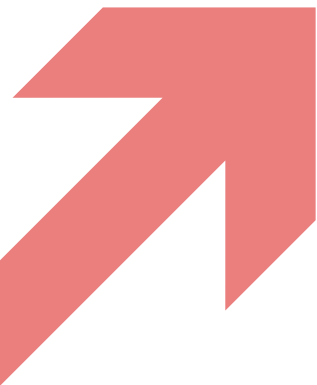
Each of these questions works on four levels: task, process, self-regulation, and self. In other words, agents can provide feedback about *what* a student has done (the task), *how* a student has done it (process), how a student is *monitoring* his or her own learning (self-regulation), and *who* the student is (self).

**Task.** This is feedback about what a student has produced—correct versus incorrect or whether more or different information is needed. It is “more powerful when it is about faulty interpretations, not lack of information” (p. 91). A shortcoming of task-level feedback is that it often fails to generalize to other tasks.

**Processing.** This type of feedback “is more specific to the processes underlying tasks or relating and extending tasks” (p. 93). It’s about the “how” rather than the “what”—the skill versus the knowledge. Processing feedback seems more effective than task feedback at enhancing deep understanding and learning as opposed to surface-level understandings.

**Self-regulation.** Six aspects of self-regulation feedback “mediate [its] effectiveness” (p. 94): (1) learners creating internal feedback, (2) how well students can self assess, (3) how willing students are to invest effort, (4) how confident students are about the correctness of their answers, (5) to what they attribute their successes or failures, and (6) how proficient they are at seeking help.

**Self as person.** This is considered the least effective type of feedback—in fact it is often counterproductive. “It usually contains little task-related information and is rarely converted into more engagement, commitment to the learning goals, enhanced self-efficacy, or understanding about the task” (p. 96).



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## Models and Levels of Feedback, continued

### Thorny Feedback Issues

Despite reams of research on feedback, some questions still don't seem to have clear, straightforward answers leading to one-size-fits-all recommendations on how to use feedback effectively. One reminder is that feedback involves interaction between the data and the learner, and that means there are lots of possibilities. The workings of feedback are complex, and so it's important to spend time to study and understand the nuances.

**Timing.** Whether feedback should be immediate or delayed depends on the level. "For example, immediate error correction during task acquisition (FT) [feedback about the task] can result in faster rates of acquisition, whereas immediate error correction during fluency building can detract from the learning of automaticity and the associated strategies of learning (FP) [feedback about the processing of the task]" (p. 98).

**Positive vs. negative.** Again, the effects of these types of feedback vary depending on the level. It's very complicated, and further reading is strongly recommended, but here is one example Hattie and Timperley provided: "Specifically, negative feedback is more powerful at the self level, and both types can be effective as task feedback, but there are differential effects relating to commitment, mastery or performance orientation, and self-efficacy at the self-regulation level" (p. 98).

**Feedback and classrooms.** The demands are high on teachers to provide the most appropriate feedback in the most effective way and at the most powerful time. They need a deep level of understanding of the impact of various types of feedback, and they must create a classroom environment that best facilitates students' use and incorporation of feedback.

**Feedback and assessment.** While assessment might normally be considered a measurement of a student's proficiency, assessment in a true feedback context must "provide information and interpretations about the discrepancy between current status and the learning goals" (p. 101).

In conclusion, providing and receiving feedback is a human interaction initiated by sensitive information. Consequently, skill and care are required. At a high level, some of the many considerations that have been identified include focus, tone, learner mindset, and timing.



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## Formative Feedback in the Classroom

Researchers have, in the last several decades, conducted many studies on the concept of feedback, and they have arrived at more or less the same vague, if valuable, conclusion: feedback is important to improving student learning.

A grave problem with all this research, Ruiz-Primo and Li pointed out in a 2012 meta-analysis, is that “the knowledge base about feedback is mainly drawn from studies done in laboratories or in artificial environments in which learning tasks tend to be minimally meaningful or irrelevant to learners and seldom take place over extended periods of time” (p. 215). As a result of this and inconsistency problems with the literature, there remains much that is not well understood about how feedback works.

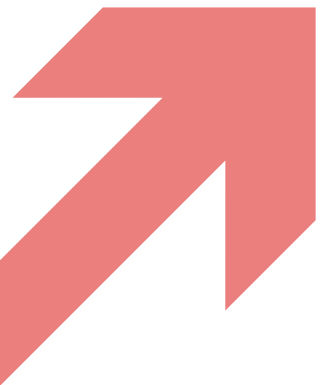
Ruiz-Primo and Li devoted a section of their review to “Understanding What We Know About Feedback” (p. 216), in which they described why “the robust knowledge base about the positive impact and power of feedback” might in fact be suspect. For example, studies about feedback almost never clearly define feedback, and the research does not delineate “the specific and nuanced characteristics of effective feedback in different disciplines” (p. 216). Commonly held beliefs about feedback, such as that it is most effective when delivered immediately, are not “consistently supported.” Moreover, of more than 9,000 studies originally collected, more than 8,000 were not “conceptually and methodologically coherent” (p. 217); in just the papers Ruiz-Primo and Li included in their meta-analysis, more than 15 dimensions of feedback were considered. Many of the studies looked at

“single-event” feedback rather than at feedback given over time. And, finally, feedback treatments tended not to focus on learning activities that were authentic to a given classroom context, but could more accurately be called “add-ons” (p. 218).

The quality and validity of many feedback studies are also in question, as many of them do not use control groups, do not randomly assign students to groups, do not use a pre- and post-test design, do not call out confounding effects (as when more than just feedback is a variable), do not document the validity and reliability of the measurement instruments used to determine feedback’s effectiveness, and do not have “ecological validity” because they are conducted in laboratory rather than in classroom settings (p. 219).

Despite these problems with the research literature, Ruiz-Primo and Li offered an “expanded, re-conceptualized definition of feedback: formative feedback” (p. 219). They frame their definition according to “critical assumptions about *formative assessment* and the role that feedback plays in formative assessment events” (p. 219, italics in original). Their definition lays out seven goals for formative feedback. It should:

- be driven by learning goals
- engage students actively
- go beyond oral and written comments
- focus on outcomes and processes
- be accessible and practical
- take various sources of information about student progress into account
- be aligned with a “learning trajectory” (p. 221)



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## Formative Feedback in the Classroom, continued

A framework Ruiz-Primo developed in 2010 characterizes “formative assessment episodes” and how classroom interactions can provide teachers with “evidence of students’ understanding” (p. 221). The framework contains three components: “(1) the assessment activity cycle, (2) formality of the formative assessment episode (FAE), and (3) social participation” (p. 222). The *cycle* has four stages (p. 222):

1. Clarifying learning expectations and learning evidence
2. Collecting/eliciting information
3. Interpreting the information
4. Acting on/using the information for adjusting instruction

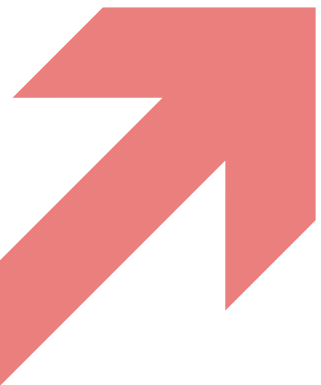
The *formality* component has to do with whether assessments are inherent—“implicit, informal,

and nonverbal” (p. 223)—or documentary—formal or standardized. The *social participation* component refers to how involved students and teachers are in the FAEs. It has to do with whether interactions are structured one-on-one, group, or whole class.

Although Ruiz-Primo and Li pointed out many shortcomings of the extant literature on feedback, after offering their expanded reconceptualization, they also provided suggestions for further research. In summary, they wrote “there is more that researchers should inform teachers in professional development rather than just conveying or passing feedback strategies and techniques. Many of the teachers who use such practices are not informed of the nuanced aspects and varying impacts due to the subtle yet complex interaction between these techniques, the task features, and learner characteristics” (p. 229).

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Ruiz-Primo, Maria Araceli, and Li, Min. (2012). “Examining Formative Feedback in the Classroom Context: New Research Perspectives.” In *SAGE Handbook of Research on Classroom Assessment*, edited by James H. McMillan, pp. 215–232. Thousand Oaks, CA: SAGE Publications.



# 3-2-1 Research on Effective Feedback

What does research say about effective feedback?

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What are 3 key takeaways from this research?

3

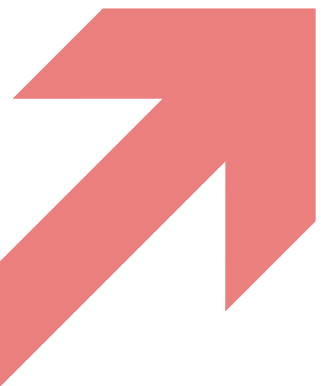
What are 2 things that reinforce or challenge you regarding feedback in your classroom?

2

What is 1 potential barrier to changing how you provide feedback in your classroom?

1

Potential solutions to potential barriers



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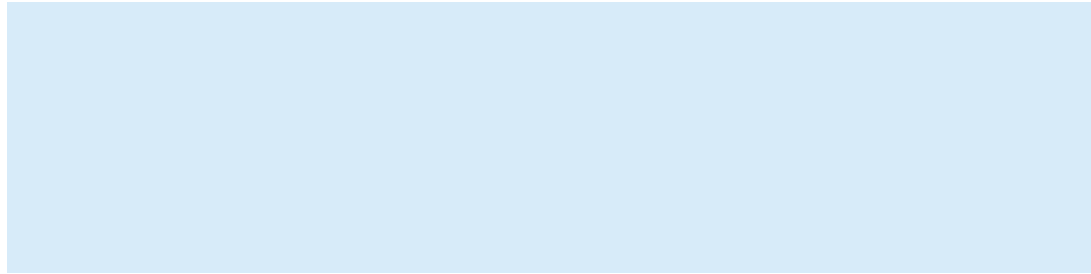
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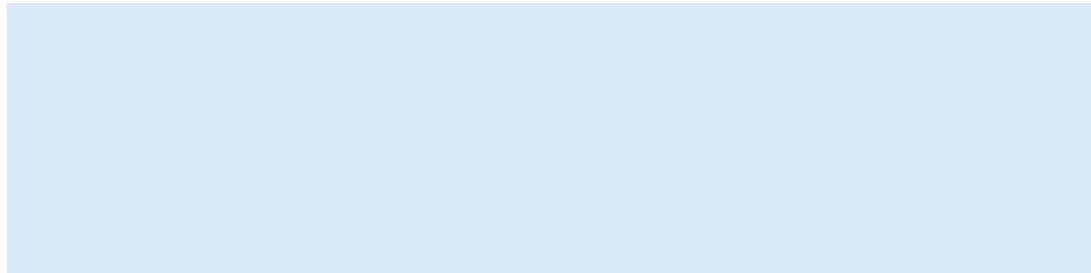
## A Feedback Model

- Feed Up
- Feed Back
- Feed Forward

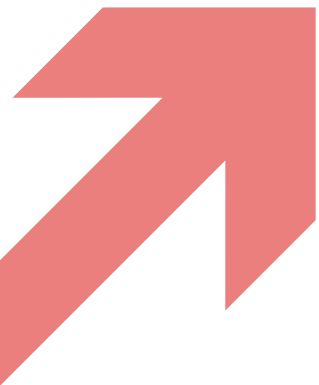
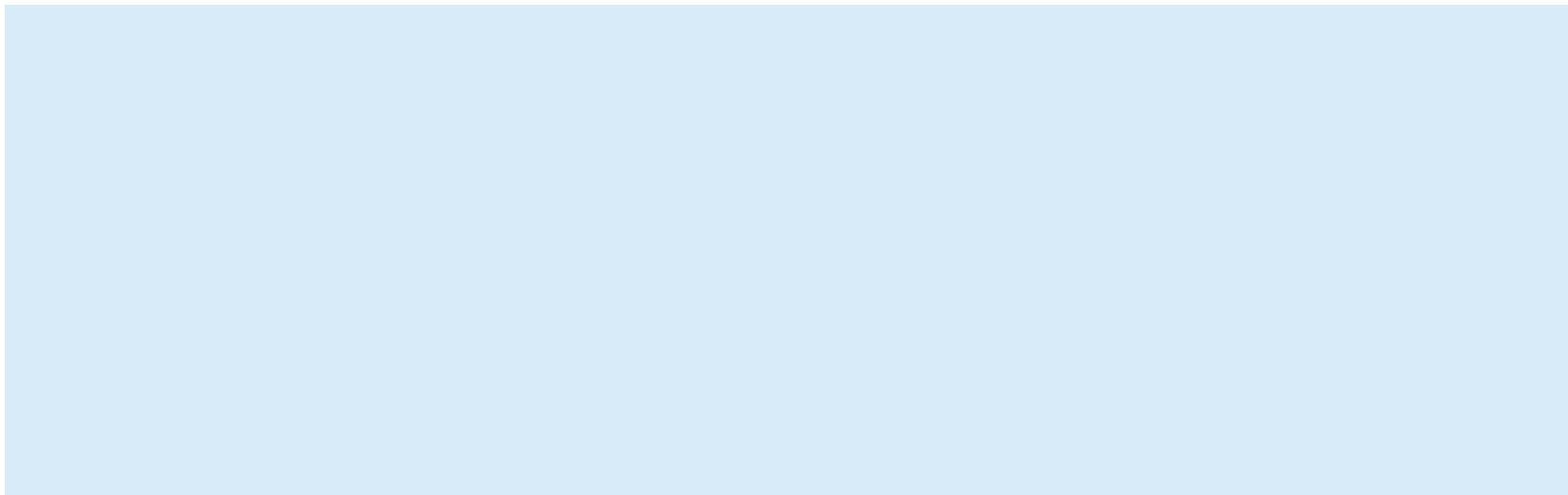


## Levels of Feedback

- Task
- Process
- Self-regulation
- Self



## Types and Modalities of Feedback





# Definition

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## From the Experts . . .

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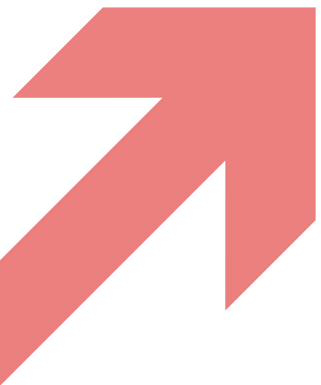
**Feedback:** Information provided by an agent (e.g., teacher, peer, book, parent, or one's own experience) about aspects of one's performance or understanding.

—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

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# Strategies

## Improving Your Feedback

Refer back to the notes you took in [Current Reality](#).

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## Learning Centers

### Learning Center 1: What the Bloggers Say

Many people share ideas about feedback on the Internet. Work in a small group to explore blog posts on the topic, and make connections to your personal practice.

### Learning Center 2: Feedback Practice

With a partner or a small group, review and respond to student work. Your task is to consider the technique used to offer feedback on students' writing. Spend a few minutes revising one of the sample essays.

### Learning Center 3: Strategy Jigsaw

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

### Learning Center 4: Strategy Use: Continuum of Practice

Work in small groups to develop a continuum of what using specific feedback strategies looks like at four levels within a classroom. Levels include Accomplished, Developing, Exploring, and Unaligned.





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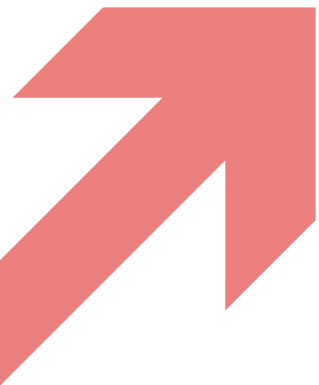
# What the Bloggers Say

1. Form groups of four
2. Each person reads one of the following blog posts:
  - a) Westerberg, Tim. (June 11, 2015). "Five Principles for Formative Assessments that Fuel Feedback." *ASCD Express* (blog). <http://bit.ly/1SIW8ku>.
  - b) Brown, Sally, and Hazel Christie. (April 2, 2015). "Making Assessment and Feedback Earn Their Keep." *iad4learnteach* (blog). <http://bit.ly/1G6RUMR>.
  - c) Wolpert-Gawron, Heather. (March 3, 2011). "Tips for Grading and Giving Students Feedback." *Teacher Leadership* (blog from Edutopia). <http://edut.to/1gPDqBy>.
  - d) Martinez, Ron. (January 8, 2016). "Flipping Feedback: Screencasting Feedback on Student Essays." *Faculty Focus* (blog). <http://bit.ly/1Qs8QOf>.
3. Connect ideas from the post to ideas shared in this learning center and in your personal experience:

a) What ideas resonate with you?

b) Which might you be willing to incorporate?

c) Which might you challenge?





# Feedback Practice

## Reviewing and Revising Student Responses

The students were polishing a final draft of this essay for their writing portfolios. The language arts teacher had placed a mark in the left-hand margin of any line that had a spelling, grammar, or word-choice error. If a line had multiple errors, there are multiple marks. Your task is to consider the technique used to offer feedback on students' writing, not to critique the feedback given by this particular teacher. Spend a few minutes revising one of the sample essays based on the marks in the margin. When everyone has completed his or her revisions, refer to the "Guiding Questions for Using Formative Feedback Techniques." Ask your group members to compare their revisions, to think about the level and type of feedback, and again to discuss each question.

### Guiding Questions for Using Formative Feedback Techniques

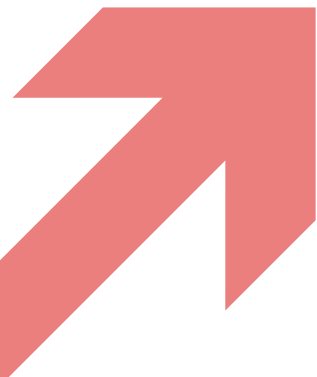
1. Was it helpful having errors identified by line? Why didn't the teacher identify the exact words that were incorrect?

2. What if students, after getting the feedback, genuinely can't find the error, even with a partner?

3. Was this the best type of feedback for this assignment? For what types of assignments would this technique work best? With what types of assignments would this technique not work?

4. How would you have the students make the revisions? Would it be best for them to work individually, in pairs, or in groups? Why?

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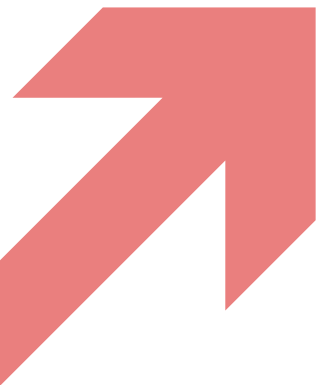
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5. What other types of feedback might work well for an assignment like this one?

6. How could you adapt this for use within your classroom?



## Feedback Practice, continued

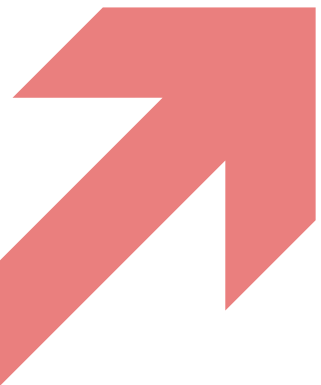
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The grass sparkled a bright green, as the flowers shined, as water

- dripped down their petals. The sky, cloud-free, until darkness filled the sky and all the birds migrated
- in different direction. The towns people know some kind of evil was
- approaching.
- Suddenly a giant donkey,
- and a evil elf on his back started stomping and destroying the town
- Stop it cried the little people who's houses were being destroyed. Nothing could stop the giant donkey and the evil elf from
- demolishing the town. Meanwhile the little people started tanks and air crafts to destroy the elf and the donkey,
- but the weaponry too small to effect them. They crushed the tanks and planes. Then out
- of no where a magical princess even bigger the donkey appeared in front of them.

- She then took out a wand and turned the donkey into a little frog, then stomped it with her feet. Then the elf tried to escape by running away and hiding behind a hill, but couldn't escape. The princess then put a box around the elf and a tiny hole so
- people could throw eggs and garbage at him for all eternity.



## Feedback Practice, continued

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January 6

- Out in the early, cool breeze of wonderland stood a beautiful and delicate girl. The different kinds of flower overlapped each other making everything else look gray. Wonderland is a beautiful but strange town.
- Everyone in wonderland is kind, gentle, and friendly.

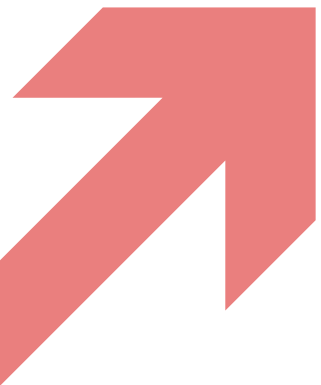
While the clouds were moving and the flowers were blooming, a shy and lonely girl walked the path with a little wooden bridge. She had long dark hair, pale skin, and big red lips. During the evenings, the shy girl would walk over the small, wooden bridge to get milk from a large, brick, village house. In the distance she saw an odd man sitting backwards on a donkey.

After a while, she reached the short man in a red suit that said "you will not go in there, that milk is all mine." The shy girl was puzzled because everyone was usually so friendly. "Can you please let me in?" said the girl. She begged and begged.

Finally, the short, grumpy man let her through. When she got the milk, she walked back the way she came from. She walked ~~to~~ passed the guy on the donkey as if he wasn't there, over the little wooden

bridge, and through the path lined with beautiful and colorful flowers. Suddenly that shy and lonely girl was not too shy anymore. She spoke up for herself. Something\* that she normally does not do.

- Throughout the shy girl's life she learned to speak up for herself and not to let anyone push her around. Everyday the little man
- lets her to go get her milk. Now that they are friends, walking home she shares her milk with him.





## Strategy Jigsaw

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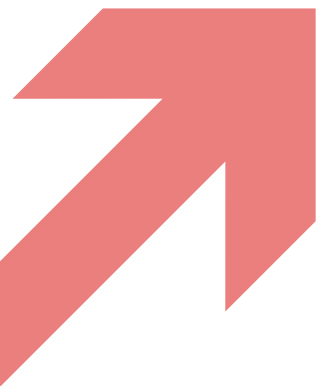
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1. Form groups of three
2. Use the table below
3. Divide the strategies so that each person reads three of the strategies and accompanying implementation notes; share what you learned
4. Consider how strategies that support feedback connect to peer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

STRATEGY	DESCRIPTION	IMPLEMENTATION NOTES
<b>Circling Errors</b>	The teacher circles errors on a piece of student work, but does not give the solution or correct response. Students then take time to correct the circled errors and resubmit the work. The teacher may circle all errors on the work or only a portion of them. In the latter case, he or she may then want the student to peruse the rest of the work for similar errors.	A key to this technique (and most others concerned with using feedback to move thinking and learning forward) is that the teacher gives students time and a structure to review and revise their work. This can be done individually, in pairs, or in small groups. Students should then resubmit their work to complete the cycle.
<b>Comment-Only Marking</b>	The teacher provides only comments (no grades) on student work, in order to get students to focus on how to improve their learning, instead of on their rank in the class. Specific to the qualities of the work, the comments are designed to promote thinking and to provide clear guidance (a recipe for action) on what to do to improve.	<p>Research suggests that students learn better when teachers give grades (numeric or letter) as seldom as possible while students are learning, because once a grade appears on the work, students are unlikely to take in any other feedback.</p> <p>The teacher returns a piece of work to students with only comments and provides solid support, established structures, and time for students to revise and improve the work.</p> <p>Writing effective comments that make students think is not always easy to do. It is a good idea to practice this technique with other teachers for ideas and feedback.</p>
<b>Focused Marking</b>	The teacher marks only one or two specific aspects within a larger student work (e.g., content of a persuasive essay, but not the grammar, or vice versa). The teacher selects the aspects to focus on that need particular attention. Marking only a few foci provides more focused and thorough feedback on these specific skills/criteria. It also helps students by setting clearer, attainable goals for their next revisions. The teacher should make sure that students actually address the comments in future work.	The teacher may or may not reveal the focus of the grading ahead of time to students. In some cases, it may be obvious because it may be an area that has been targeted as a personal learning goal. This technique is particularly useful if the comments can be related directly to the success criteria for the work.

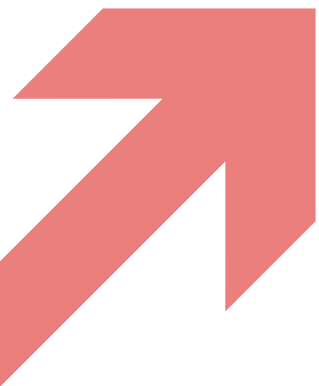


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## Strategy Jigsaw, continued

STRATEGY	DESCRIPTION	IMPLEMENTATION NOTES
<b>Glow and Grow</b>	Students provide feedback to peers in a two-step process. Step one is to identify a place where the student's work "glows" or meet expectations. Step two is to offer a comment about how a student might "grow" to improve or take the next steps with his or her work.	One way to implement this technique is by having students use a yellow highlighter (glow) to show on the peers' work where peers have met or exceeded expectations. Students use a green highlighter to show where peers need to "grow" in their work.
<b>Highlighters</b>	<ul style="list-style-type: none"> <li>• Select two highlighters: one color to highlight "what is working" (green) and one color to highlight "what needs improving" (pink), and highlight each student's work in relation to the criteria.</li> <li>• Students figure out why the identified parts have been highlighted in green (what is working with them) so they will know what to keep doing next time.</li> <li>• Students figure out why the identified parts have been highlighted in pink (what needs improving) and work to make the improvements.</li> </ul>	The teacher can work with small groups on a mini-lesson according to information collected from highlighting (i.e., work with those students who had a lot of pink highlighting).
<b>Met, Not Yet, I Noticed</b>	The focus with this strategy is on aspects of quality or progress within the student's work against criteria that have been set. The teacher places a checkmark in either the Met (M) or the Not Yet (NY) met column based on the student's performance against the criteria, then adds a brief comment in the I Noticed (IN) column that focuses on quality or progress of the work from the last task.	Forms or charts may be helpful when using this strategy. The teacher may put the criteria into a table and have three additional columns to the right of each for M, NY, and IN.
<b>Reference to Rubrics</b>	The teacher makes explicit reference in his or her feedback to the rubric being employed to assess the work. The teacher will point to a particular level or specific language in the rubric to give a student more precise information about how to move his or her thinking and learning forward. This also helps students make a stronger connection between the learning intentions and success criteria.	This technique is equally useful if the teacher refers to some other criteria of success.



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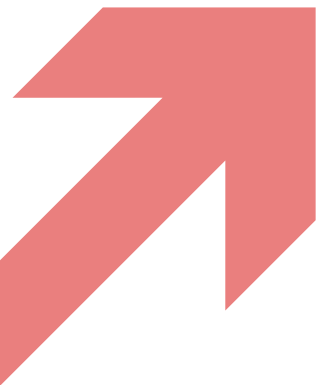
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STRATEGY	DESCRIPTION	IMPLEMENTATION NOTES
<b>Traffic Lighting</b>	Teachers use green, yellow, and red (pink) highlighting to indicate to students that “Yes, you got it,” “You are almost there but need to keep working,” or “No, you don’t have it yet.” Students can work with a partner to review the traffic-lighted sections or can consult with the teacher if they have questions.	This technique also is useful for students to mark their own work as well as that of their peers.
<b>Two Stars and a Wish</b>	The teacher structures comments to students by writing two positive things (Stars) about their work and one thing (Wish) he or she wishes the students would do to make it stronger. The teacher returns work to students and provides solid support, established routines, and time for students to revise and improve their work. The comments should be specific to the qualities of the work, designed to promote thinking, and provide clear guidance on what to do to improve learning.	As with other feedback techniques, the teacher should provide time and a structure for students to respond to the feedback and to improve their work.





# Strategy Use: Continuum of Practice

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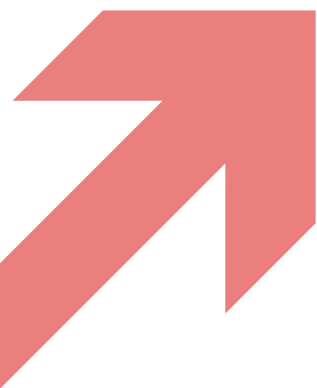
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1. Unless otherwise indicated, all of the descriptors in a level should apply to a teacher who is using a strategy at a particular level
2. Work in groups of three or four
3. Review the levels of implementation described generically at the top of the table and specifically for selected strategies in the remainder of the table
4. Identify common strategies currently used to clarify learning in your classrooms, and develop a continuum of practice, identifying potential look-fors at four levels

ACCOMPLISHED	DEVELOPING	EXPLORING	UNALIGNED
<p><i>The strategy is used in a way that generates high-quality data about student learning from all students.</i></p> <p><i>The teacher is able to analyze the data, and then uses the results of that analysis to influence future instruction or learning, either in the same lesson or the next lesson.</i></p>	<p><i>The strategy is used in a way that generates decent data on student learning, and the teacher gains a better understanding of where student learning stands as a result. The teacher doesn't appear to do much with the information.</i></p>	<p><i>The strategy is implemented weakly, so that the data collected are low quality and therefore of limited use in planning next steps.</i></p> <p>or</p> <p><i>The strategy is used in a way that provides an opportunity for data to be collected about student understanding, but the teacher does not analyze or do anything with that information.</i></p>	<p><i>The strategy is used in a way that is not formative and does not have the potential to be formative:</i></p> <p><i>The strategy is used in a ritualistic manner (going through the motions).</i></p> <p>and/or</p> <p><i>The strategy is used in a context or manner that changes its original purpose so that it is not formative.</i></p> <p><i>It may be used for classroom management purposes.</i></p>

**Two Stars and a Wish** (teacher structures comments to students by writing two positive things about the work and one thing that he or she “wished” they would do to make it stronger)

<p>The teacher returns work to students and provides solid support, established routines, and time for students to revise and improve. The comments are consistently specific to the qualities of the work, learning targets, and success criteria; are designed to promote thinking; and provide clear guidance on what to do to improve.</p> <p>Students also use this strategy for peer feedback.</p>	<p>The teacher returns work to students and provides some support and time for students to revise and improve. The comments are mainly specific to the qualities of the work and outlined criteria, are designed to promote thinking, and provide guidance on what to do to improve.</p>	<p>The teacher returns work to students. Time/support for students to act on it is insufficient. The comments are only so-so (i.e., not specific to the qualities of the work, not designed to promote thinking, no clear guidance on what to do to improve).</p>	<p>The “wish” is used in a negative, comparing, or ego-involving way, (e.g., “I wish you would keep your work neater, like Jonathan does.”)</p> <p>Time/support for the use of the feedback does not exist.</p>
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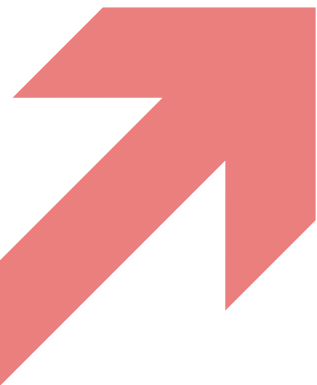
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ACCOMPLISHED	DEVELOPING	EXPLORING	UNALIGNED
<b>Comment-Only Marking</b> (teacher provides only comments—no grades—on student work, in order to encourage students to focus on how to improve, instead of on their rank in the class)			
The teacher returns work to students with comments only and provides solid support, established routines, and time for students to revise and improve. The comments are consistently specific to the qualities of the work, are focused on the learning targets and success criteria, are designed to promote thinking, and provide clear guidance on what to do to improve.	The teacher returns work to students with comments only and provides some support and time for students to revise and improve. The comments are mainly specific to the qualities of the work and outlined criteria, are designed to promote thinking, and provide guidance on what to do to improve.	The teacher returns work to students. Time/support for students to act on it is insufficient. The comments are only so-so (i.e., not specific to the qualities of the work, not designed to promote thinking, no clear guidance on what to do to improve). or This approach is so new or poorly explained to students, they beg for grades, and the teacher succumbs.	Grades are provided with evaluative or comparative comments. Time/support for the use of the feedback does not exist.
<b>Focused Marking</b> (The teacher marks specific aspects of a larger work (e.g., content of a persuasive essay, but not grammar). These aspects have been identified as areas that need particular attention. The teacher may or may not reveal the focus of the grading ahead of time to students.)			
The teacher's reasons for choosing the focus make instructional sense. In addition, the teacher has an instructionally sound, deliberate plan for whether to reveal the marking focus to students ahead of time. Marking is limited to the focus, which aligns with learning targets and success criteria.	The teacher's reasons for choosing the focus make instructional sense. Some connections may exist with learning targets or success criteria.	The teacher's reasons for choosing the particular focus are not clear, even to the teacher. or The teacher can't stop himself or herself from marking areas that are outside of the focus.	



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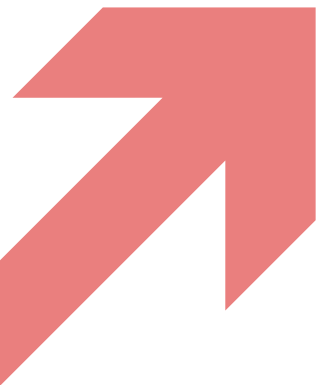
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ACCOMPLISHED	DEVELOPING	EXPLORING	UNALIGNED





# Classroom Implications

## Learning-Focused Feedback

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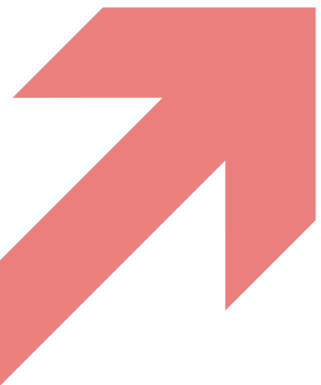
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1. My school has a requirement that I enter so many grades each week. If I am using assignments as opportunities for comment-only marking or to provide other forms of learning-focused feedback, how do I do both?

2. What assumptions do my students have about feedback? How do I counter any that might not fit with the culture of learning I am working to establish?

3. Kids are willing to practice for hours to master a skateboarding move with input (feedback) from themselves and their friends. Why is that? How can I capitalize on what they do to learn and improve (give and get feedback) in nonacademic areas to learn and improve what we do in the classroom?

4. What factors might cause students to dismiss, disregard, or dispute feedback I give them? How can I mitigate when this happens?





# Plan

## Feedback Reflection

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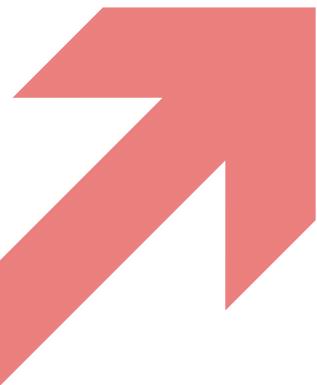
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**Directions:** Use this tool to reflect on your current use of feedback and to plan for an upcoming lesson. Considering your areas of strength and opportunity, establish personal goals for your next lesson.

REFLECTIVE QUESTION	CURRENT PRACTICE (aspects to consider)	UPCOMING LESSON
What style of feedback do I use?	<ul style="list-style-type: none"> <li>• Tough love</li> <li>• Positive side</li> </ul>	
In which ways do I focus my feedback to students?	<ul style="list-style-type: none"> <li>• Identify patterns</li> <li>• Identify misconceptions</li> <li>• Focus on grading</li> <li>• Encourage student dialogue</li> <li>• Use graphic organizers or other tools</li> <li>• Pose open or closed questions</li> </ul>	
When and where do I use feedback?	<ul style="list-style-type: none"> <li>• Identify context</li> <li>• Identify assignments/tasks</li> <li>• Identify focus</li> </ul>	
What makes it effective?	<ul style="list-style-type: none"> <li>• What students understand</li> <li>• What students use</li> <li>• Students' body language</li> <li>• Students' questions</li> </ul>	
What would make it more effective for ... ?	<ul style="list-style-type: none"> <li>• Questions for students</li> <li>• Tools for students</li> <li>• Time or timing</li> <li>• Help from colleague</li> </ul>	
Who or what would help me?	<ul style="list-style-type: none"> <li>• Quality of feedback</li> <li>• Interactions with students</li> <li>• Tools in use or new tools</li> </ul>	





## Balancing Feedback Levels and Types: Responsive Lesson Plan

**Directions:** Providing effective feedback requires a delicate balancing act. Use this template to help you provide different levels and types of feedback in an upcoming lesson.

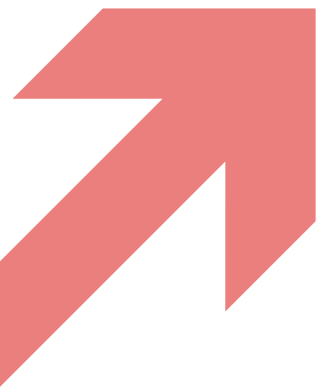
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FEEDBACK LEVELS/TYPES	SUCCESS		INTERVENTION	
	Where in Lesson Given/Used	Modality	Where in Lesson Given/Used	Modality
Task				
Process				
Self-Regulation				





# Formative Feedback: Responsive Lesson Plan

**Directions:** Use this tool to plan for formative assessment opportunities throughout a lesson and to focus on the use of the feedback.

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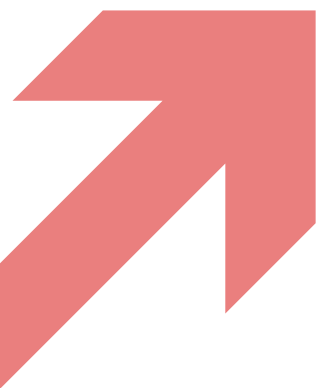
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<b>Lesson Plan</b>		
<b>Standard</b>		
<b>Learning Target:</b> Students will answer these questions:		
KNOWLEDGE/SKILL REQUIRED TO MEET LEARNING TARGET	PLANNED FORMATIVE ASSESSMENT (question, self assessment, learning embedded, or peer assessment)	TYPE AND USE OF FEEDBACK BY TEACHER AND STUDENTS



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