Providing Feedback: Classroom Feedback Strategies and Tools

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

Classroom Implications

Plan

Appendix

About This PDF Document

This is an interactive PDF with navigation that functions on desktop computers, tablets, and smartphones.

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

IMPORTANT: Before you begin work, you must download this PDF and save it to your computer or device. Do not begin working on this PDF from within your browser, or your work may be lost. Remember to continuously save as you work.

You may print and email the PDF, but remember to save before sending from your device. When printing, adjust the page orientation to landscape and the paper output to letter size (11" x 8.5").

Desktop and Laptop Computers:

For an optimal user experience, view this PDF in Adobe Acrobat Reader®.

<< BACK NEXT >>

CONTENTS

Setting the Stage
> Monitoring My Learning
Research
Definition
Strategies
Classroom Implications
Plan
Appendix

Setting the Stage

Monitoring My Learning

	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.
Identify considerations for feedback content						
Now	☐	☐	☐	☐	☐	
My question is . . .						
Later	☐	☐	☐	☐	☐	
Explore factors impacting feedback delivery						
Now	☐	☐	☐	☐	☐	
My question is . . .						
Later	☐	☐	☐	☐	☐	

<< BACK NEXT >>

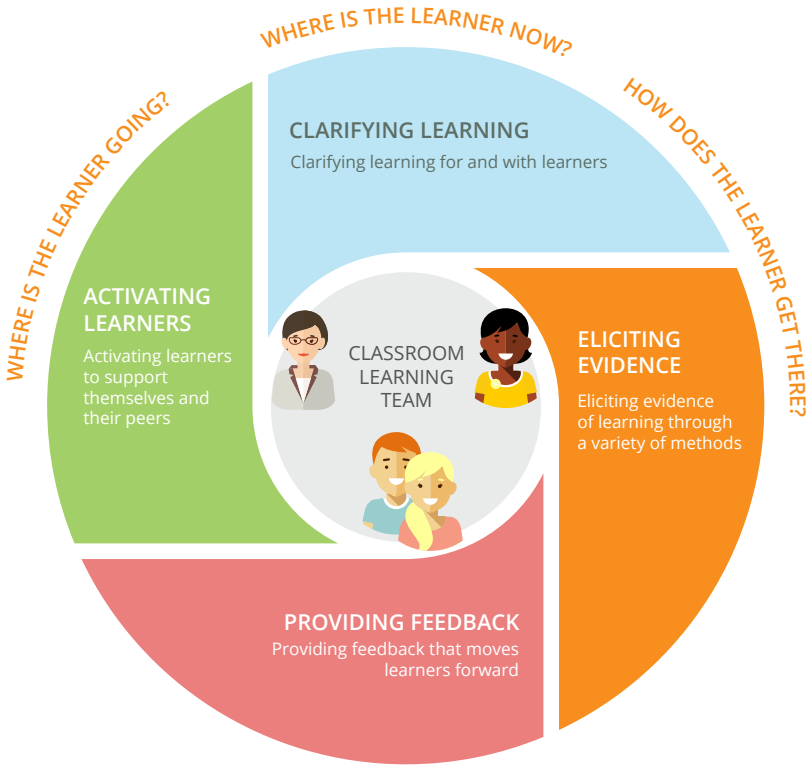
CONTENTS

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.

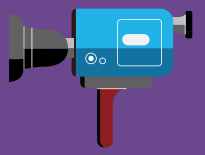
Formative Assessment Process



> 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



VIDEO

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

Video link:
https://vimeo.com/156589294/5073695e14 (watch on your own)

https://www.ascd.org/el/articles/how-emotions-affect-learning (group)
(skip to classroom applications)

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

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

Classroom Implications

Plan

Appendix

Feedback Characteristics, Content, and Considerations

Characteristics

Content

Considerations

Speed Bumps

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

Classroom Implications

Plan

Appendix

Definition

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

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

> Learning Center 1

> Learning Center 2

> Learning Center 3

> Learning Center 4

Classroom Implications

Plan

Appendix

Strategies

A Feedback Model

- Feed Up
- Feed Back
- Feed Forward

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.

LC 2 - Digital Tools - there are some changes needed - use this link:
https://www.nwea.org/blog/2021/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/

LC 4 - https://dpdol.nwea.org/public/formative/FA_PFStrategies_Toolkit.pdf

https://connection.nwea.org/s/formative-assessment-lobby

LEARNING CENTER 1

<< BACK NEXT >>

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) 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?

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

> Learning Center 1

> Learning Center 2

> Learning Center 3

> Learning Center 4

Classroom Implications

Plan

Appendix

LEARNING CENTER 2

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~~	This is no longer an option for us	
TitanPad ~~titanpad.com~~	not a safe site warning - do not go here	

<< BACK NEXT >>

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

TOOL	DESCRIPTION/OPTIONS	IMPLEMENTATION NOTES
verso versoapp.com/#verso	you can't check this out without signing up	
Magic School AI sign up for free and check out how to make a feedback rubric!	https://www.magicschool.ai/	

LEARNING CENTER 3

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

> Learning Center 1

> Learning Center 2

> Learning Center 3

> Learning Center 4

Classroom Implications

Plan

Appendix

Feedback Practice

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	TONE
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.

<< BACK NEXT >>

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

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 . . ."	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. 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: • Hard on Content • Soft on Person • Step Up, Step Back

<< BACK NEXT >>

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

STRATEGY	DESCRIPTION	IMPLEMENTATION NOTES
Peer Feedback Conference	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. 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.	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. 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: • 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: *That's good!* and *Now this:*. The second part includes two additional prompts: *What I did:* and *Please notice:* 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: • 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

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?

<< BACK NEXT >>

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	

<< BACK 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

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	

<< BACK 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

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?**				

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

Classroom Implications

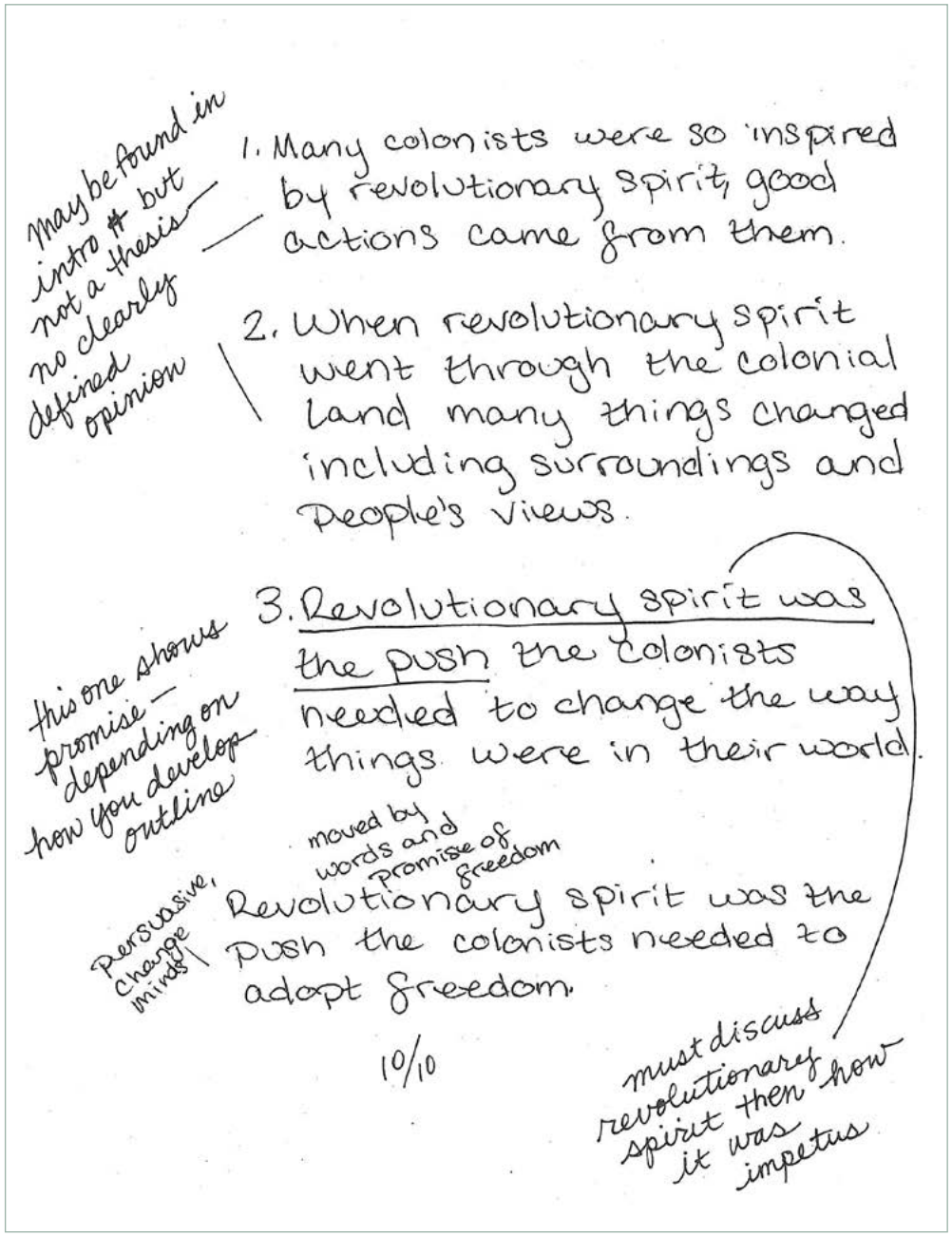
Plan

Appendix

> Feedback Examples

Appendix

Feedback Examples



<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

Classroom Implications

Plan

Appendix

> Feedback Examples

Feedback Examples, continued

Flame Identification Lab Report score sheet

Student I

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

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

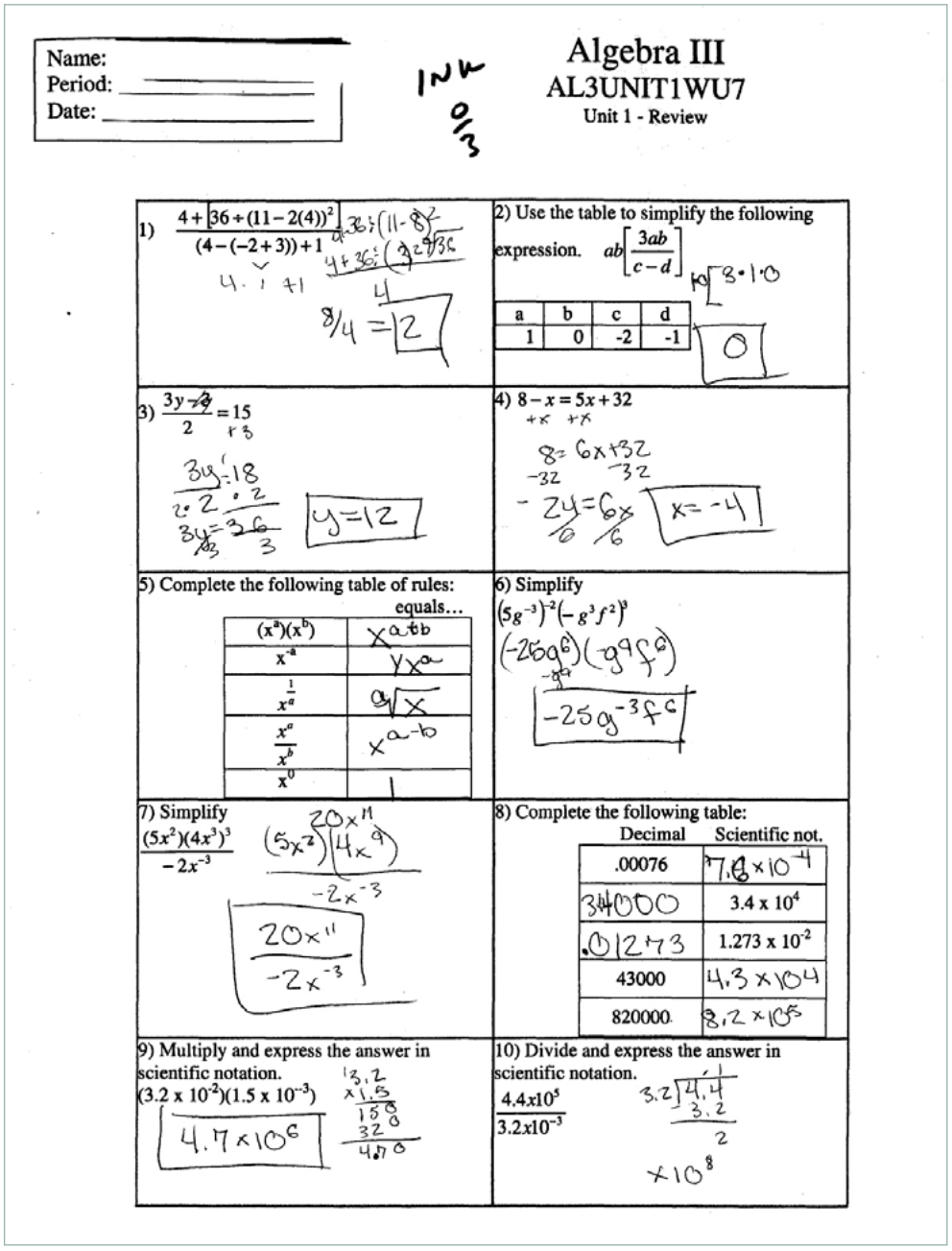
Classroom Implications

Plan

Appendix

> Feedback Examples

Feedback Examples, continued



Name:
Period: _____
Date: _____

INK 0/3

Algebra III
AL3UNIT1WU7
Unit 1 - Review

1) $\dfrac{4+\boxed{36+(11-2(4))^2}}{(4-(-2+3))+1}$

$4+36\div(11-8)^2$

$4+36\div(3)^2$

$4\cdot 1+1$

4

$8/4=\boxed{2}$

2) Use the table to simplify the following expression. $ab\left[\dfrac{3ab}{c-d}\right]$

a	b	c	d
1	0	-2	-1

$10[3\cdot 1\cdot 0$

$\boxed{0}$

3) $\dfrac{3y-\cancel{3}}{2}=15$

$+3$

$\dfrac{3y}{2}=\dfrac{18}{2}$

$\dfrac{3y}{3}=\dfrac{36}{3}$

$\boxed{y=12}$

4) $8-x=5x+32$

$+x \quad +x$

$8=6x+32$

$-32 \quad -32$

$\dfrac{-24}{6}=\dfrac{6x}{6}$

$\boxed{x=-4}$

5) Complete the following table of rules:

	equals…
$(x^a)(x^b)$	x^{a+b}
x^{-a}	$\frac{1}{x^a}$
$x^{\frac{1}{a}}$	$\sqrt[a]{x}$
$\dfrac{x^a}{x^b}$	x^{a-b}
x^0	1

6) Simplify

$(5g^{-3})^{-2}(-g^3f^2)^3$

$(-25g^6)(-g^9f^6)$

$-g^9$

$\boxed{-25g^{-3}f^6}$

7) Simplify

$\dfrac{(5x^2)(4x^3)^3}{-2x^{-3}}$

$\dfrac{(5x^2)(4x^9)}{-2x^{-3}}$

$20x^{11}$

$\boxed{\dfrac{20x^{11}}{-2x^{-3}}}$

8) Complete the following table:

Decimal	Scientific not.
.00076	7.6×10^{-4}
34000	3.4×10^4
.01273	1.273×10^{-2}
43000	4.3×10^4
820000	8.2×10^5

9) Multiply and express the answer in scientific notation.

$(3.2 \times 10^{-2})(1.5 \times 10^{-3})$

3.2×1.5

150

320

4.70

$\boxed{4.7\times10^6}$

10) Divide and express the answer in scientific notation.

$\dfrac{4.4x10^5}{3.2x10^{-3}}$

$3.2\overline{)4.4}$

-3.2

2

$\times10^8$

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

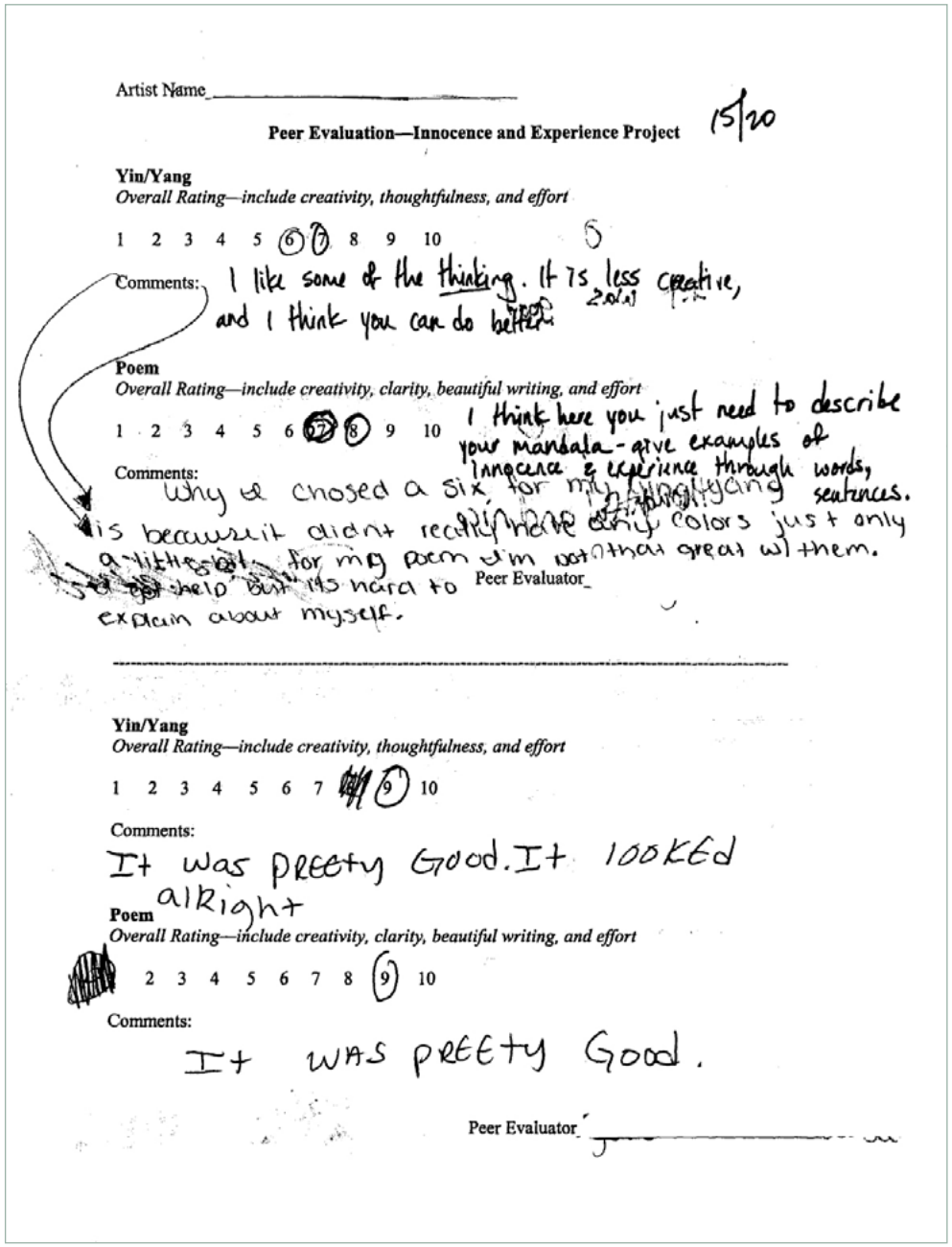
Classroom Implications

Plan

Appendix

> Feedback Examples

Feedback Examples, continued



Artist Name_____

Peer Evaluation—Innocence and Experience Project 15/20

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

I think here you just need to describe your mandala - give examples of innocence & experience through words, sentences.

Comments: Why I chosed a six for my yingyang is because it didnt really have any colors just only a little bit. for my poem I'm not that great w/ them. I got help but its hard to explain about myself.

Peer Evaluator_

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

1 2 3 4 5 6 7 8 9 10

Comments: It was preety 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 preety Good.

Peer Evaluator_

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

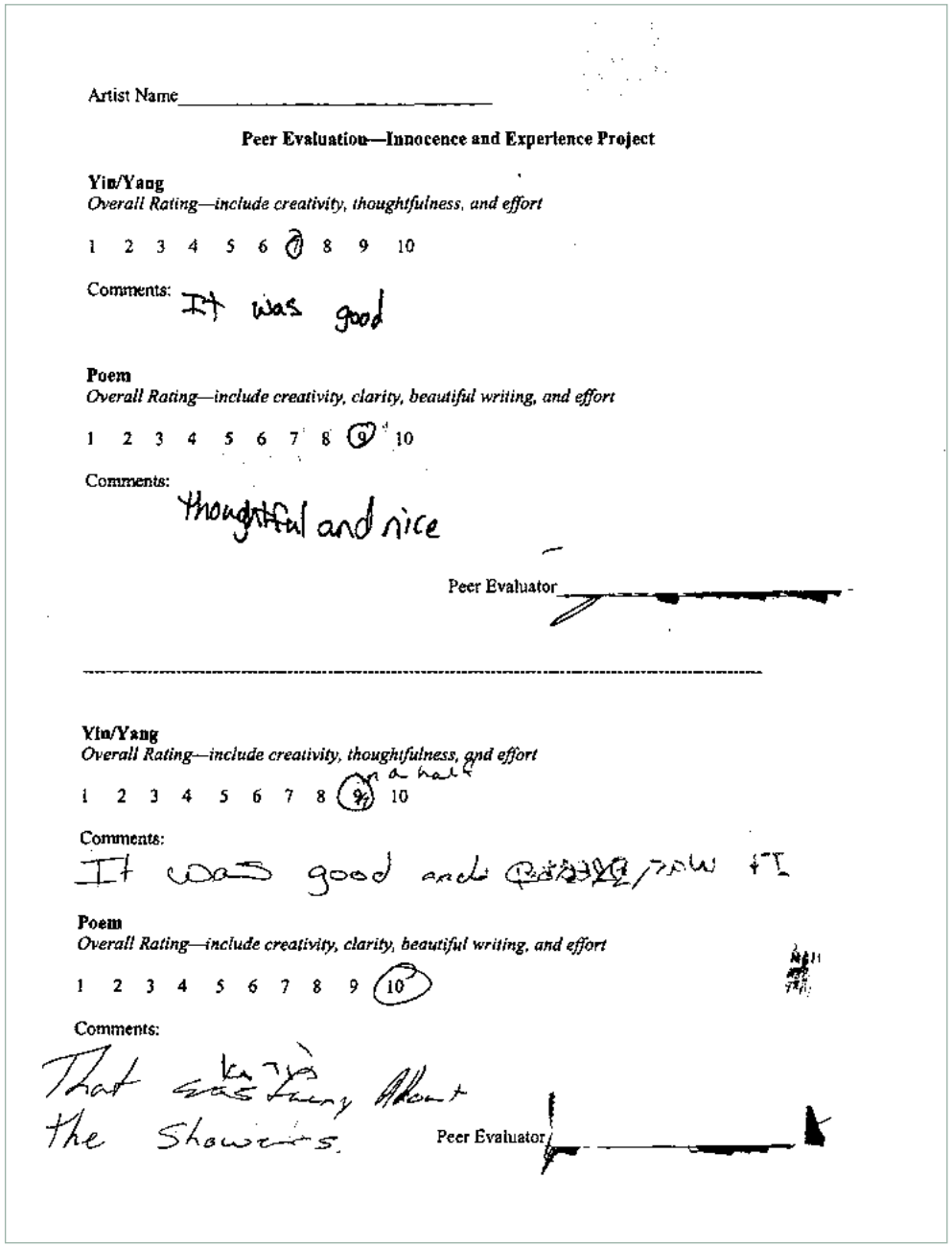
Classroom Implications

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 (9½ a half) 10

Comments: It was good and [illegible]

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

1 2 3 4 5 6 7 8 9 (10)

Comments: That was funny about the Showers.

Peer Evaluator_____

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

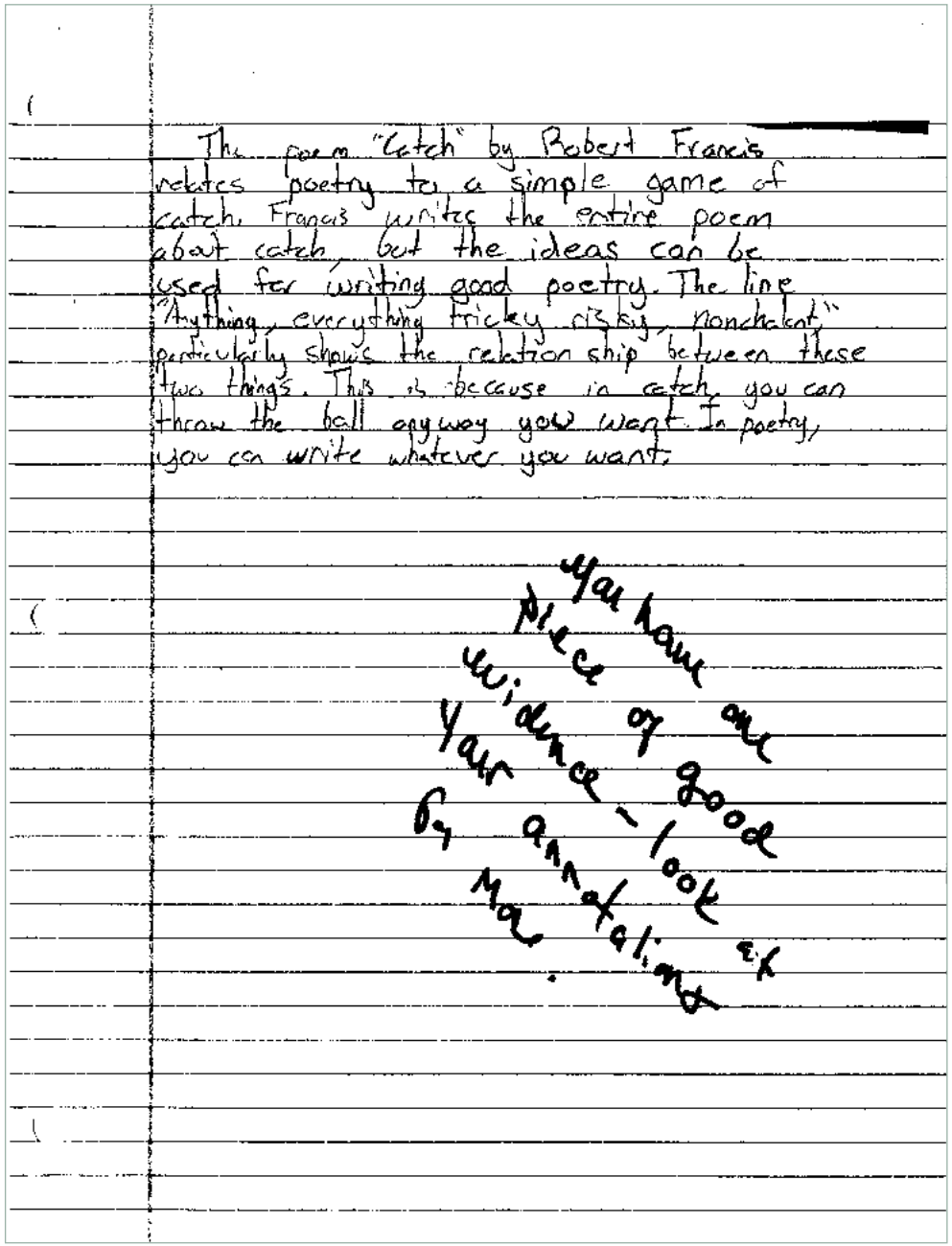
Classroom Implications

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 one piece of good evidence - look at your annotations for more.

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

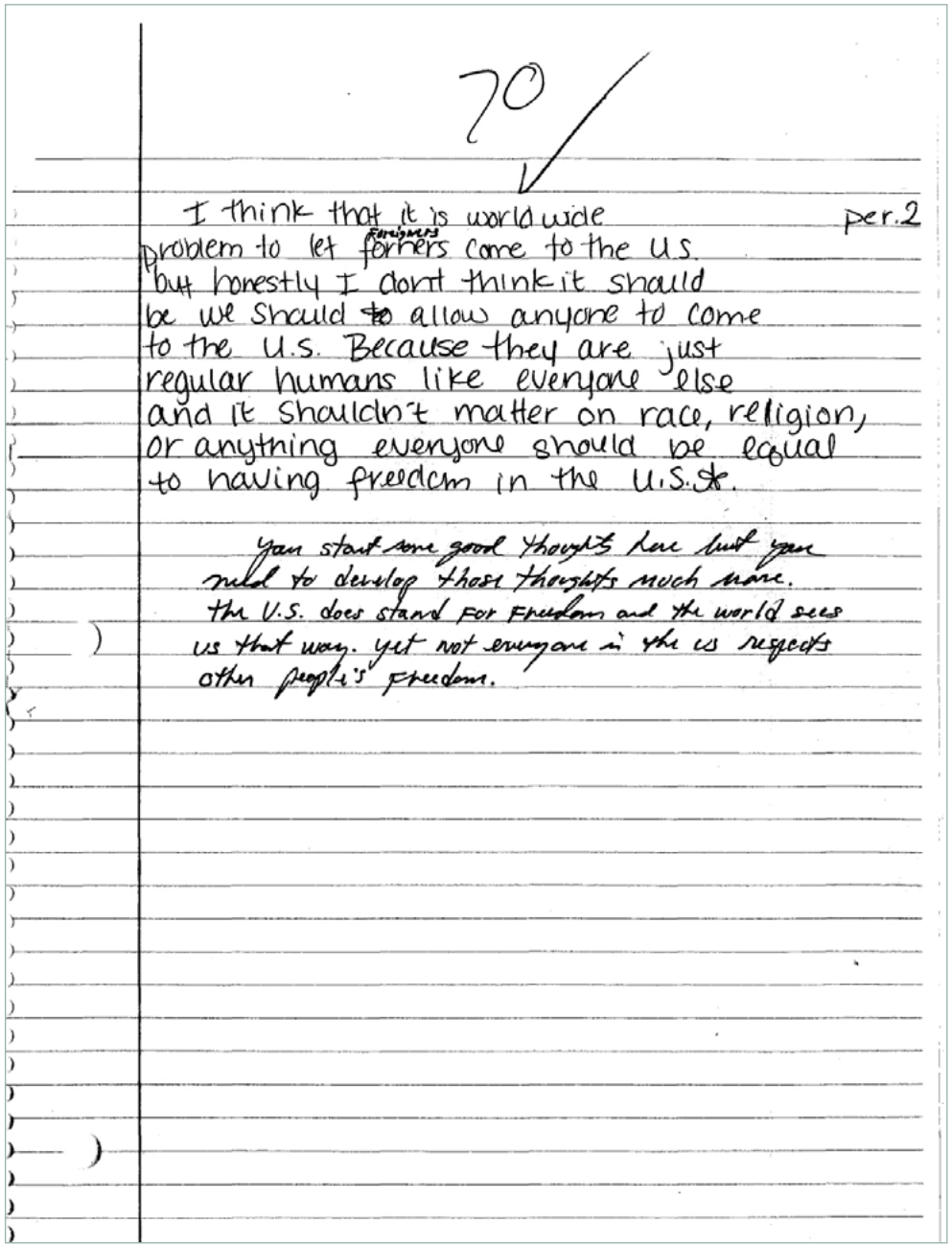
Classroom Implications

Plan

Appendix

> Feedback Examples

Feedback Examples, continued



70

I think that it is world wide per.2
problem to let foreigners come to the U.S.
but honestly I dont 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.A.

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.

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

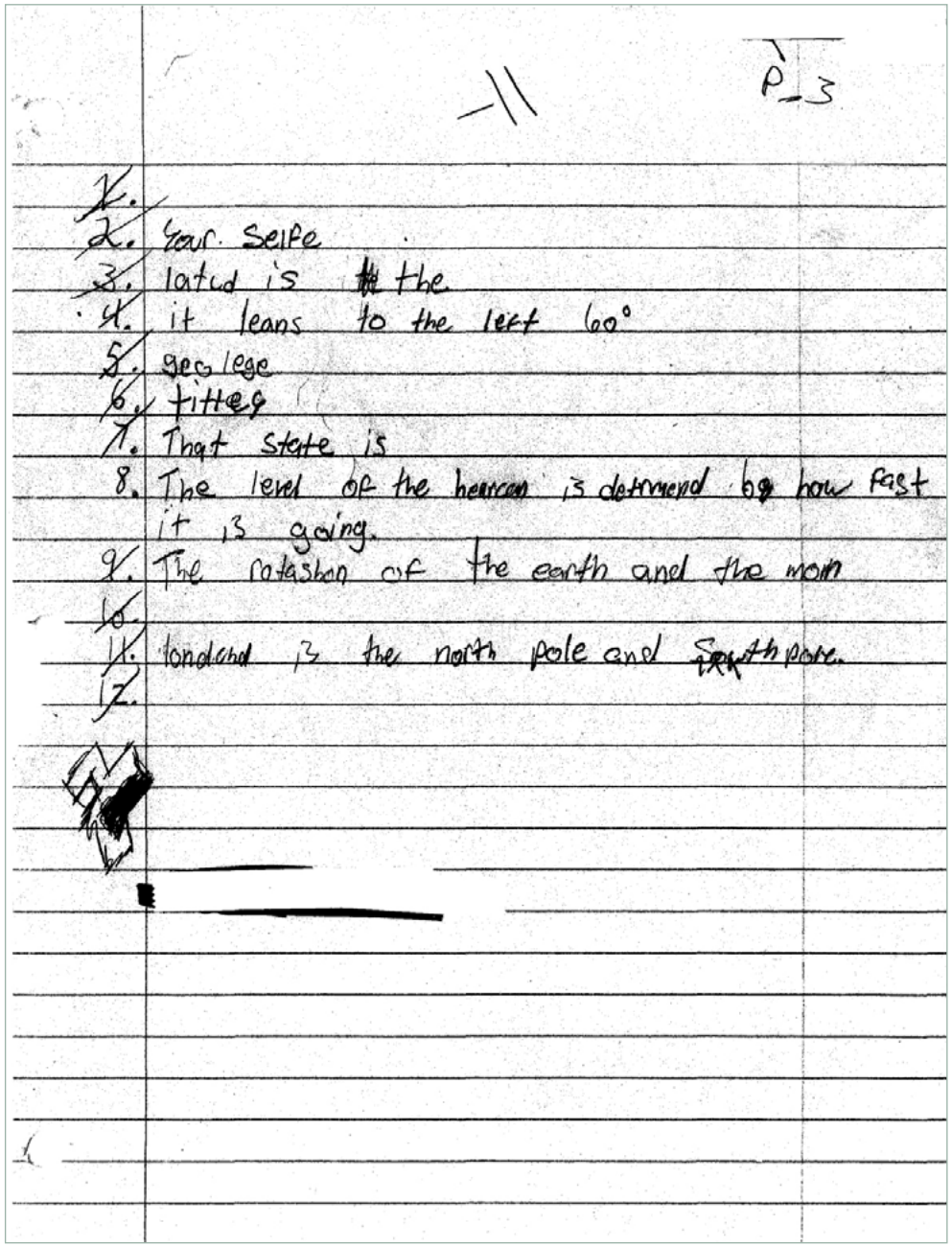
Classroom Implications

Plan

Appendix

> Feedback Examples

Feedback Examples, continued



1.
2. Your Selfe
3. latud is the
4. it leans to the left 60°
5. geo lege
6. titles
7. That state is
8. The level of the heaven is determend by how fast it is going.
9. The rotation of the earth and the mom
10.
11. londend is the north pole and South pore.
12.

<< BACK NEXT >>

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:** • Speaks only in Spanish • Speaks clearly • Speaks with appropriate rhythm	Your Spanish is very clear and you spoke all in Spanish
20 excellent (18) very good 16 good 14 okay	**Enthusiasm:** • Confident • Varied tone • Public relation	I could understand everything
(20) excellent 18 very good 16 good 14 okay	**Control and Theme relevance:** • Real world content and based on facts • Good organization	A very original subject
(20) excellent 18 very good 16 good 14 okay	**Interactive:** • Receive and answer questions well • No reading	You answer questions very well

40 excellent 37 very good 35 good (33) acceptable 30 okay 27 problematic	**Linguistic Skills:** • Speaks only in Spanish • Speaks clearly • Speaks with appropriate rhythm	Good colors.
20 excellent 18 very good (16) good 14 okay	**Enthusiasm:** • Confident • Varied tone • Public relation	Varied tone ☺
(20) excellent 18 very good 16 good 14 okay	**Control and Theme relevance:** • Real world content and based on facts • Good organization	
20 excellent (18) very good 16 good 14 okay	**Interactive:** • Receive and answer questions well • No reading	

<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

Classroom Implications

Plan

Appendix

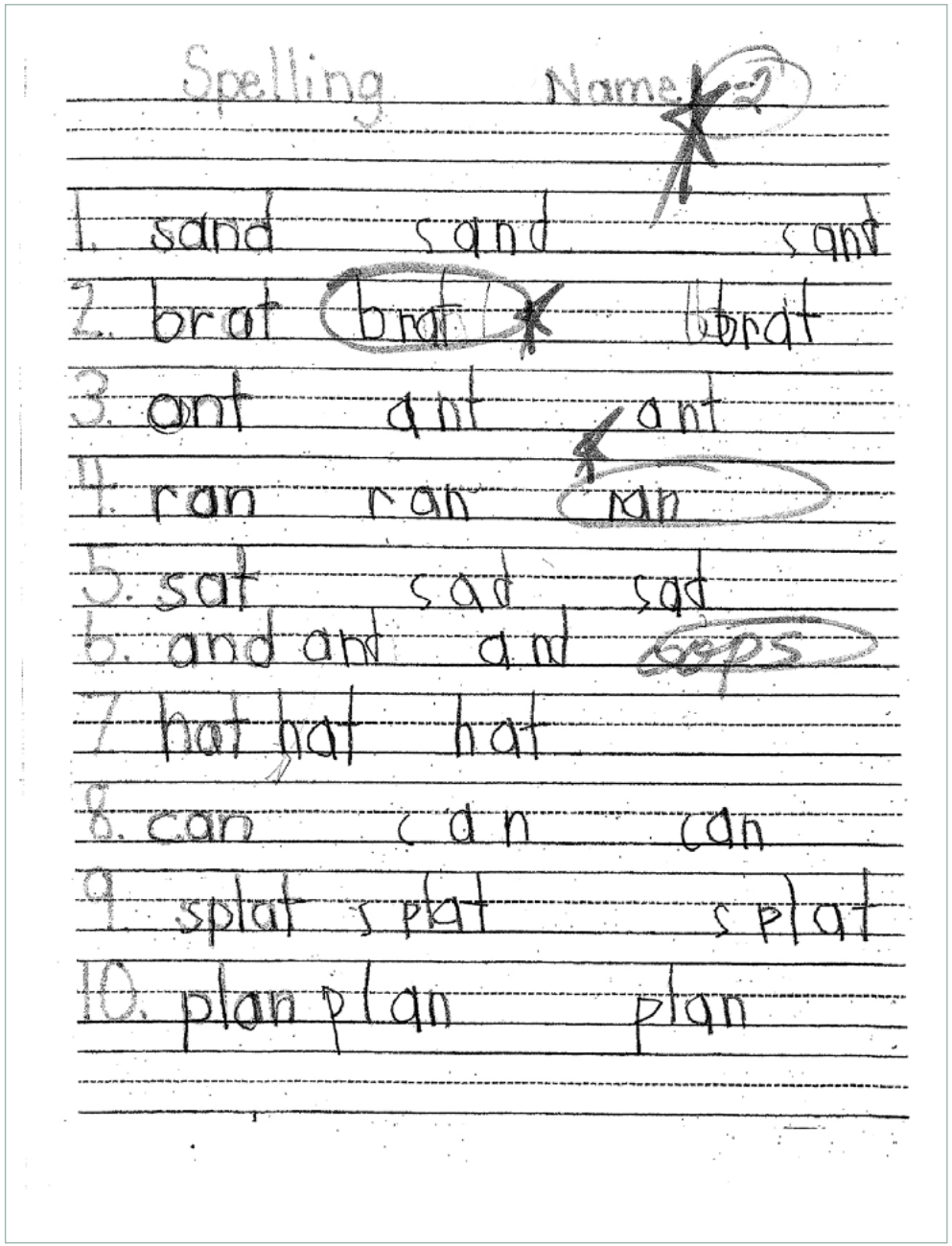
> Feedback Examples

Feedback Examples, continued

40 excellent 37 very good (35) good 33 acceptable 30 okay 27 problematic	**Linguistic Skills:** • Speaks only in Spanish • Speaks clearly • Speaks with appropriate rhythm	
(20) excellent 18 very good 16 good 14 okay	**Enthusiasm:** • Confident • Varied tone • Public relation	I like your shirt
(20) excellent 18 very good 16 good 14 okay	**Control and Theme relevance:** • Real world content and based on facts • Good organization	
(20) excellent 18 very good 16 good 14 okay	**Interactive:** • 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:** • 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:** • 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:** • 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:** • Receive and answer questions well • No reading	Good use of drawings

Feedback Examples, continued



<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

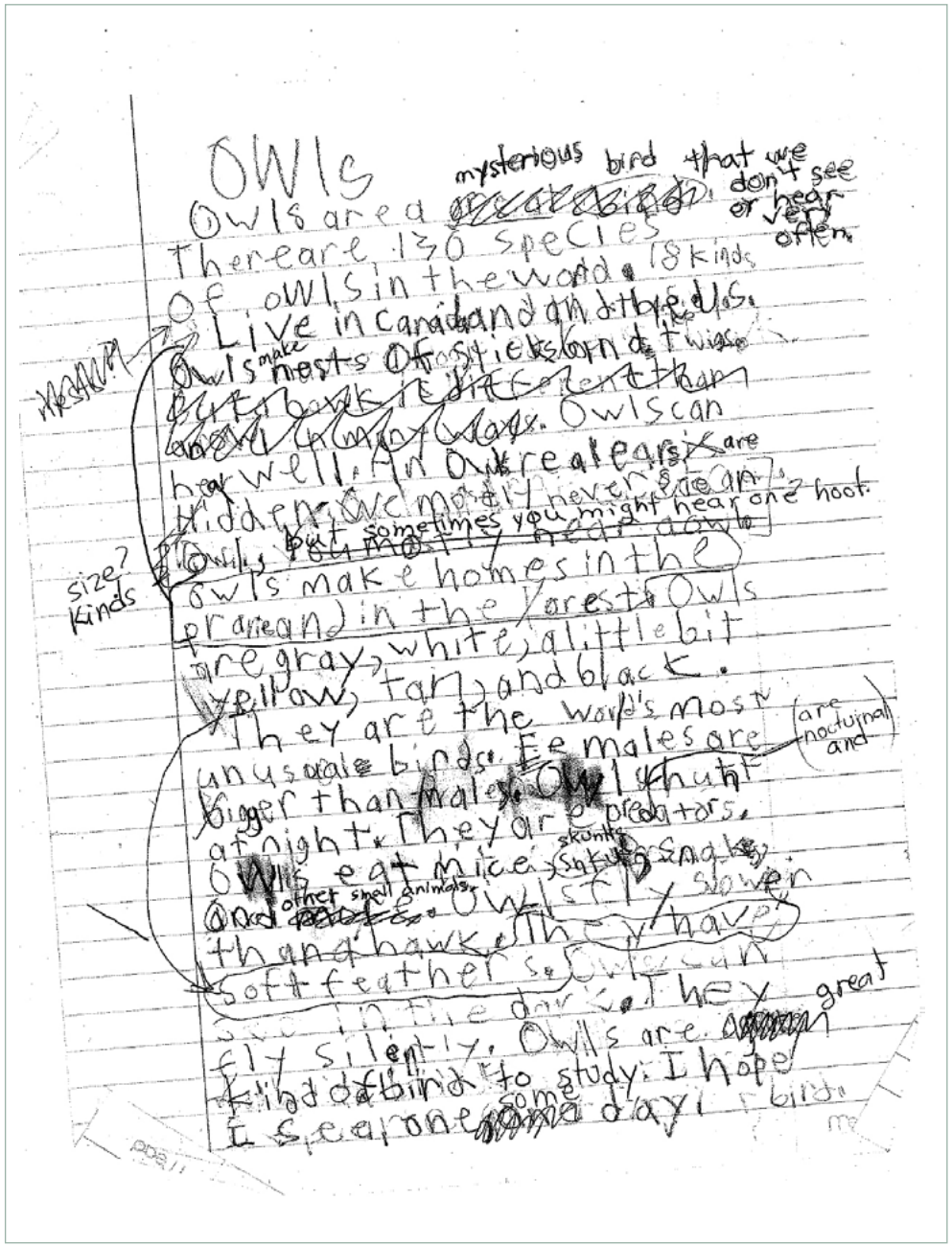
Classroom Implications

Plan

Appendix

> Feedback Examples

Feedback Examples, continued



<< BACK NEXT >>

CONTENTS

Setting the Stage

Research

Definition

Strategies

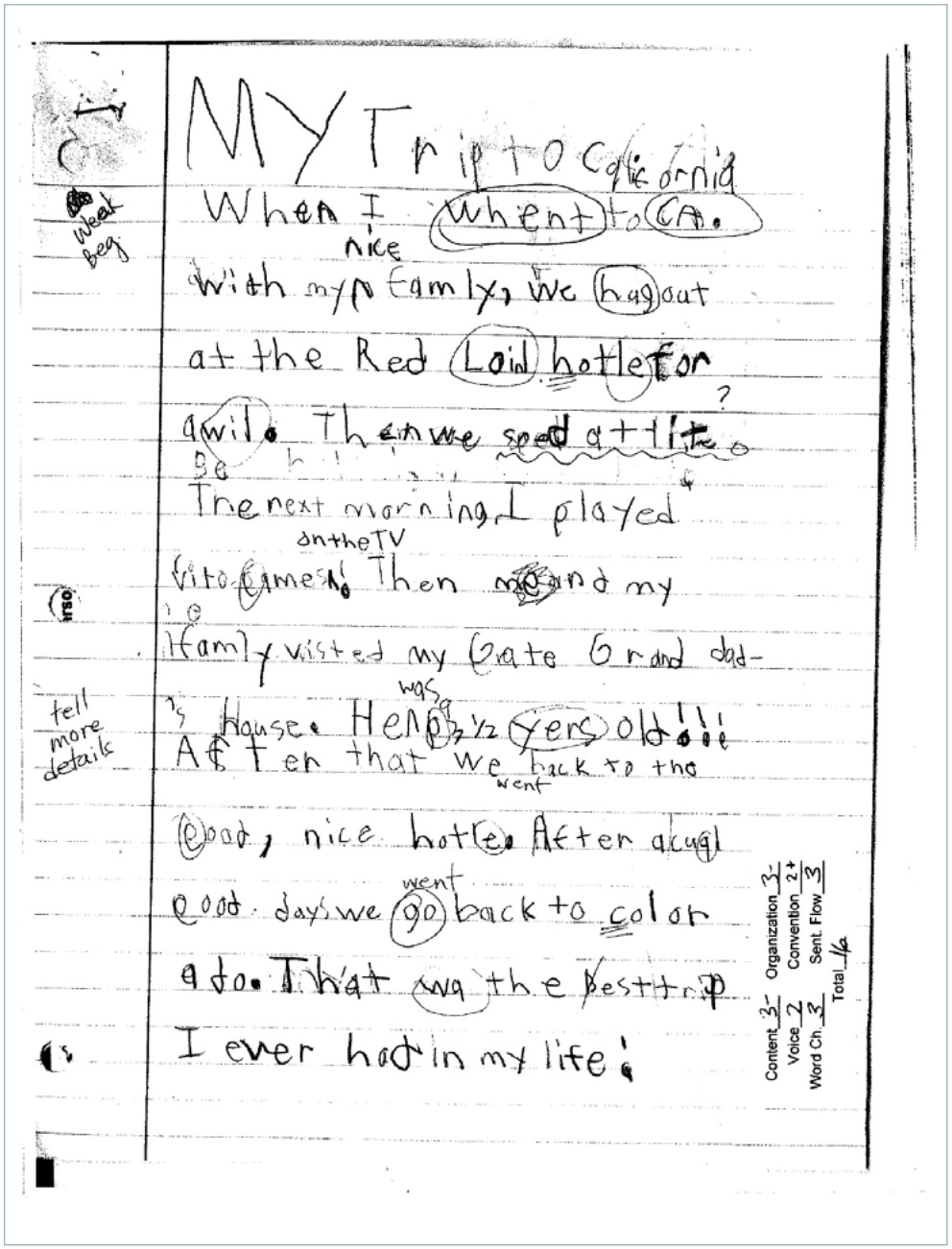
Classroom Implications

Plan

Appendix

> Feedback Examples

Feedback Examples, continued



MY Trip to California

When I whent to CA.

nice

With my family, we hag out

at the Red Loin hotle for

awil. Then we sped at lite.

The next morning, I played

on the TV

Vito Games. Then and my

family visted my Gate Grand dad-

was

's House. He 2½ yers old!!!

After that we went back to the

Good, nice hotle. After a cual

went

Good days we go back to color

ado. That wa the best trip

I ever had in my life!

Content 3- Organization 3-
Voice 2 Convention 2+
Word Ch. 3 Sent. Flow 3
Total 16

Weak beg

tell more details

COPYRIGHT

© Northwest Evaluation Association 2016

All rights reserved. No part of this manual may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from NWEA.

TRADEMARKS

Partnering to help all kids learn is a registered trademark of Northwest Evaluation Association in the U.S. and in other countries. Northwest Evaluation Association and NWEA are trademarks of Northwest Evaluation Association in the U.S. and in other countries.

The names of other companies and their products mentioned are the trademarks of their respective owners.

THIRD-PARTY MATERIALS

This workbook contains hyperlinks to third-party websites, and those websites are the sole responsibility of such independent third parties, and use of them is solely at your own risk. These third-party websites are owned by their respective owners and do not constitute any endorsement or recommendation of NWEA (nor does NWEA recommend or endorse these third-party websites). NWEA has no control over the content or policies of such third-party websites, and we are not responsible for and under no circumstances shall be liable for the contents, accuracy, or reliability of them.

Rev 03/16 FORAS_PRDV20415

nwea