

# Feed the Students: Providing Timely and Effective Feedback



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# Learning Targets

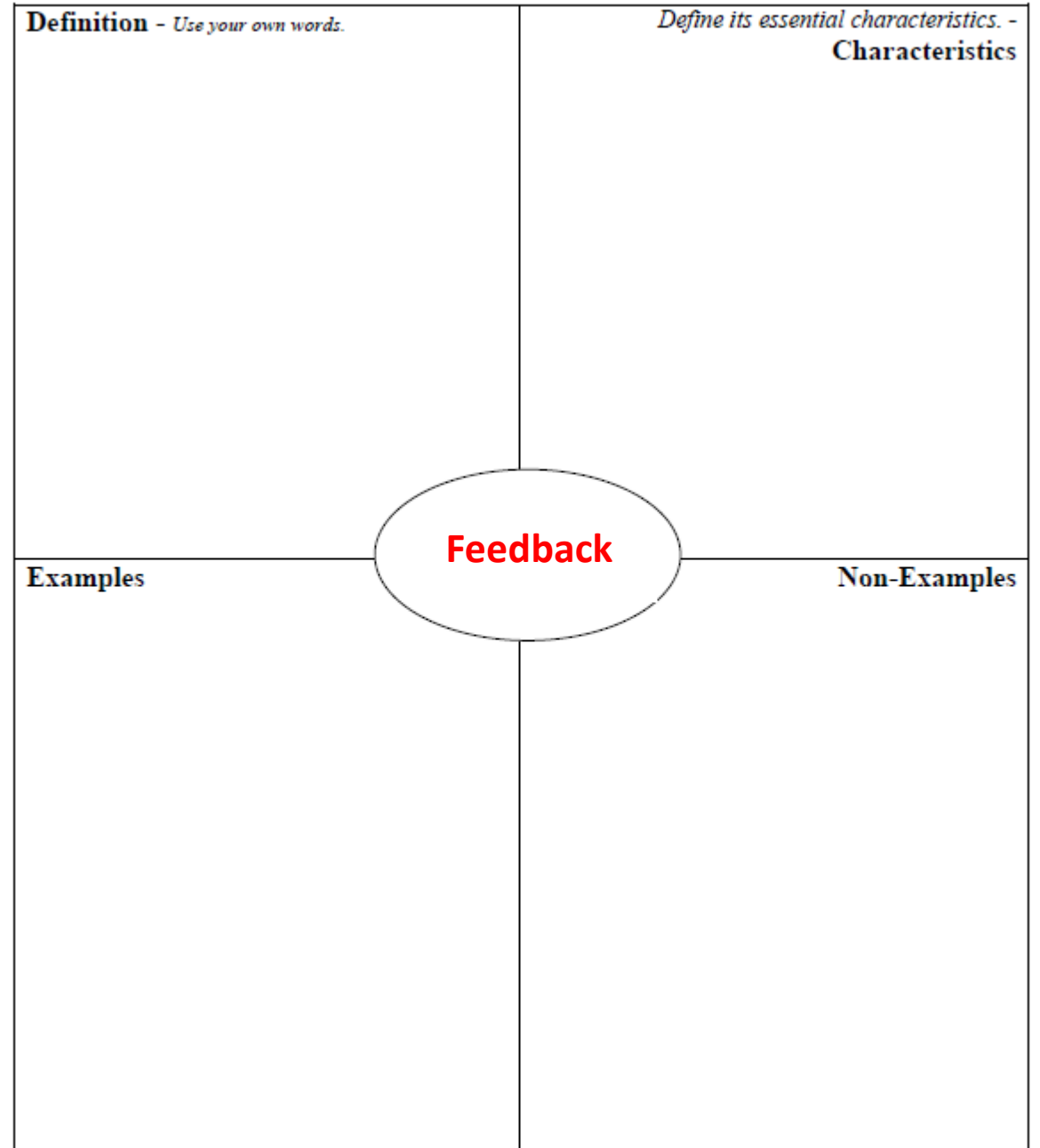


1. I can define feedback
2. I can differentiate between evaluative and descriptive feedback
3. I can identify one tool that I can use in my classroom

# What is Feedback?



# Fruyer Model



# The Power of Feedback



It is closing the gap between where the students are and where they are aiming to be (Learning Target) that leads to the power of feedback.

—R. Sadler

# Feedback is

information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one's performance or understanding.

It typically occurs after instruction that seeks to provide knowledge and skills or to develop particular attitudes.

-Hattie and Timperley, 2007



# Why Feedback?

- It can increase effort, motivation, or engagement to reduce the discrepancy between what is understood and what is aimed to be understood.



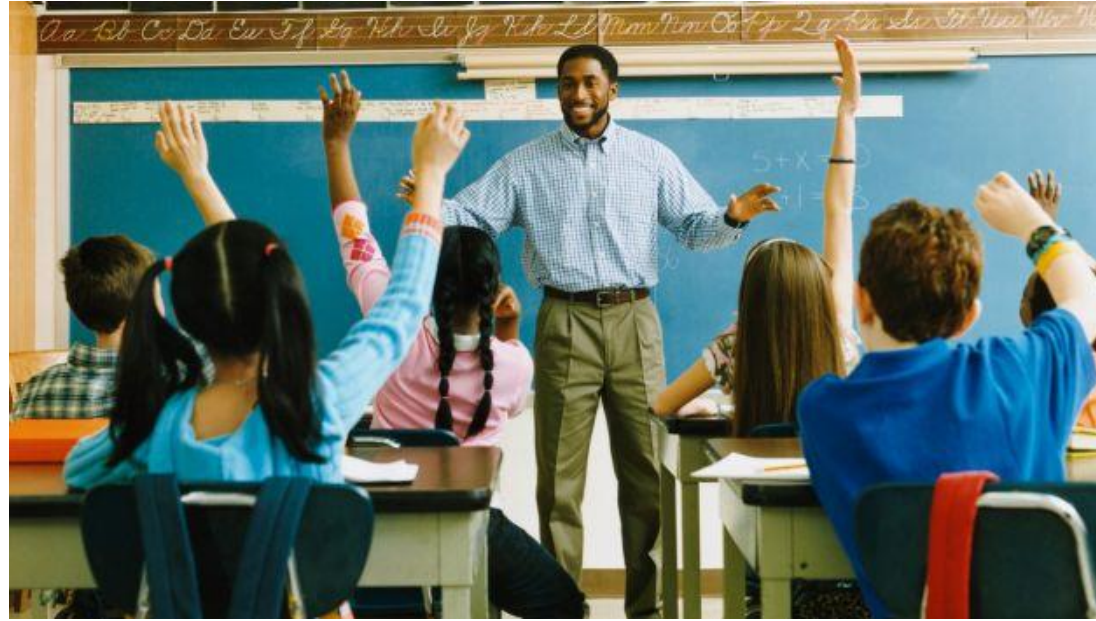


Positive feedback can increase the likelihood that students will return to or persist in an activity and self-report higher interest in the activity.

-Deci et al., 1999







Feedback can be very powerful if done well. The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor.

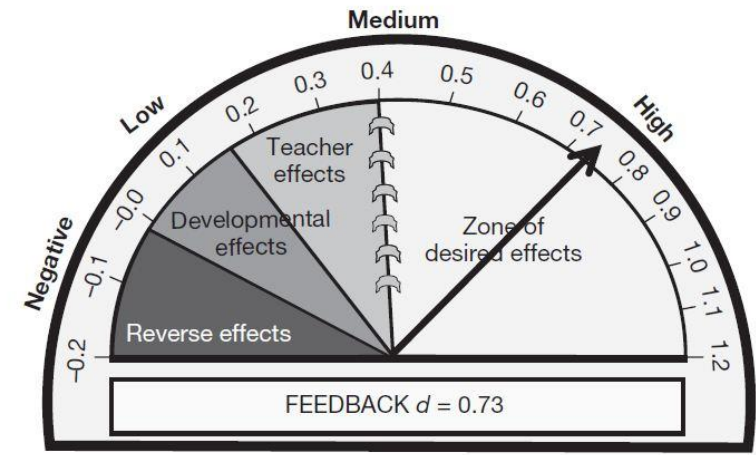
# The Importance of Feedback

This is the largest determinant of student behavior. Therefore, if used properly it can be extremely powerful and productive. Used inappropriately and it can spell disaster for student achievement.

“...it goes beyond merely providing judgments about student performance to providing rich descriptions of student performance.”

—Rick Stiggins, 2006

Here is an overview of the Hattie effect size list that contains 138 influences and effect sizes across all areas related to student achievement.



Turn and talk with an elbow partner:



F E E D B A C K

# Three Major Feedback Questions:

1. Where am I going? (Learning Targets)
2. How am I going? (Strategies)
3. Where to next? (Goal Setting)



# Four Levels of Feedback

- The Task
  - Feedback about whether answers were right or wrong or to get more information
- The Processing
  - Feedback about strategies used or strategies that could be used
- The Regulatory
  - Feedback about student self-evaluation or self-confidence
- The Self Levels
  - Pronouncements whether a student is “good” or “smart”



To be powerful in its effect, there must be a learning text to which feedback is addressed

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# Formative Feedback

## What Formative Feedback **IS**

- **Tied** directly to **learning targets**
- **Identifies strengths** and areas for **growth**
- **Timely**—can be used immediately to improve progress
- **Descriptive**—specific, in the form of questions

## What Formative Feedback is **NOT**

- General comments
- Edits of mistakes
- Provided after learning is over—at the end
- Coded—grades, scores, checkmarks, judgments

# A Shift...

This means that instead of saying things like, "You've done X, but you should have done Y." I'm saying, "Why have you done x? What else could you have done?" This also helps to move feedback away from the product and onto the process of learning.

# Evaluative Feedback

- 1. Judgment/Evaluative**—placing a value on something  
behavior example: “Your behavior was poor today.”  
academic example: “B+”
- 2. Personal Observations**—statements that provide information from the observer that may not hold true for others  
behavior example: “I didn’t like the choices you made.”  
academic example: “I liked your use of humor to prove your thesis in your paragraph.”
- 3. Inferences**—statements that contain vague, unclear or non-specific language.  
academic example: “You’re becoming a stronger writer.”  
behavior example: “Your going to have trouble making friends.”

# Descriptive (Formative) Feedback

4. **Data**—specific, observable, measurable, and/or assessable information that allow the recipient to reflect and respond.

behavior example: “You hit three kids today at recess.”

academic example: “Each paragraph contains a topic sentence and two supporting sentences.”

5. **Mediative Questions**—put the questioner between the person and their thinking. They are characterized by:

- 1) an invitation to think about their own thinking
- 2) a cognitive focus
- 3) an intention

behavior example: “How do you think the other person felt?” “What other choices might you make next time?”

academic example: “How did you decide when to start a new paragraph?”

Descriptive or Evaluative?





# In the classroom, feedback might look like this:

- Thumbs up or down
- Traffic light
- Placing stickers on a target
- “Clickers”
- Ticket-out-the-door or EXIT slip
- Group questioning during instruction





Dear \_\_\_\_\_  
*(student name)*

This is what I noticed about your work:

◆

What I'd like

◆

Signed \_\_\_\_\_

### View of Back of the Card

Dear \_\_\_\_\_  
*(teacher name)*

The way I used your feedback is by:

◆

I've checked the box because I've attached my work to show you my evidence.

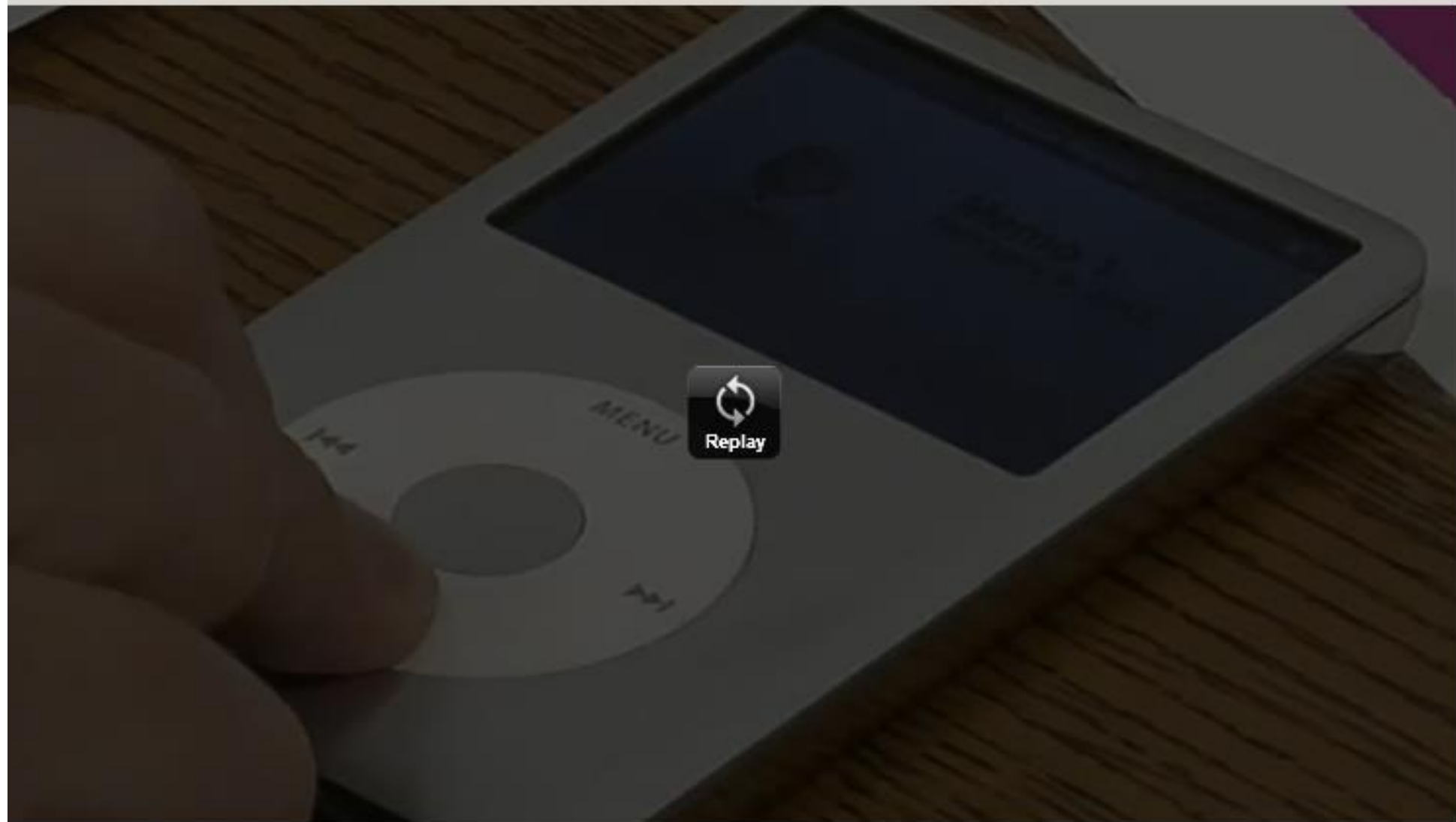
Signed \_\_\_\_\_  
*(student name)*

Date \_\_\_\_\_

# Podcasting To Personalize Feedback

Grades 9-12, ELA, Feedback

 Like  71



Name \_\_\_\_\_  
Hour \_\_\_\_\_

# Fossils

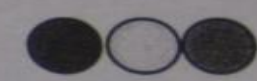
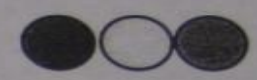
## I can....

- describe the different types of fossils ( cast, mold, trace, permineralized remain, index, and original )
- compare and contrast different types of fossils ( imprint, replacement, or remain )
- describe how fossils are used to show environmental changes on Earth
- explain how fossils provide important evidence of how life has changed on Earth

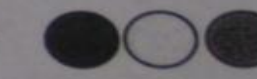
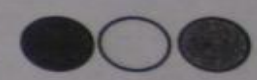
Date:



Date:






Date:



NAME \_\_\_\_\_

**WEATHER  
&  
CLIMATE**

SYMBOL	DESCRIPTION
	NEED HELP
	MAKING PROGRESS
	GOT IT!

LEARNING GOALS	DATE	DATE	DATE	DATE
I CAN DESCRIBE HOW THE SUN'S ENERGY WARMS THE ATMOSPHERE CAUSING CONVECTION IN THE ATMOSPHERE AND OCEANS.				
I CAN DESCRIBE HOW ENERGY FROM THE SUN PRODUCES OCEAN CURRENTS AND WIND.				
I CAN EXPLAIN HOW OCEAN TEMPERATURES AFFECT THE CLIMATE OF AN AREA.				
I CAN DESCRIBE HOW ENERGY FROM THE SUN CAUSES MOTION IN THE ATMOSPHERE AND IMPACTS WEATHER.				
I CAN COMPARE AND CONTRAST THE DIFFERENCE BETWEEN WEATHER AND CLIMATE.				
I KNOW WHAT TYPE OF WEATHER IS ASSOCIATED WITH LARGE AIR MASSES AND FRONTS.				
I CAN DESCRIBE THE MIXTURE OF GASES THAT MAKE UP THE ATMOSPHERE.				
I CAN COMPARE AND CONTRAST THE ATMOSPHERE AT DIFFERENT ELEVATIONS.				

KEY VOCABULARY (PLACE AN X FOR EACH TERM YOU CAN DEFINE)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> ATMOSPHERE     | <input type="checkbox"/> CONVECTION          | <input type="checkbox"/> OCEAN CURRENTS     |
| <input type="checkbox"/> WEATHER        | <input type="checkbox"/> CLIMATE             | <input type="checkbox"/> FRONTAL BOUNDARIES |
| <input type="checkbox"/> COLD FRONT     | <input type="checkbox"/> WARM FRONT          | <input type="checkbox"/> STATIONARY FRONT   |
| <input type="checkbox"/> OCCLUDED FRONT | <input type="checkbox"/> AIR MASS            | <input type="checkbox"/> JET STREAM         |
| <input type="checkbox"/> AIR PRESSURE   | <input type="checkbox"/> BAROMETRIC PRESSURE | <input type="checkbox"/> RADIATION          |
| <input type="checkbox"/> CONDUCTION     | <input type="checkbox"/> ENERGY              | <input type="checkbox"/> SUN                |
| <input type="checkbox"/> WIND           | <input type="checkbox"/> ALTITUDE            | <input type="checkbox"/> SOLAR ENERGY       |

I CAN DESCRIBE HOW THE SUN'S ENERGY WARMS THE ATMOSPHERE CAUSING CONVECTION IN THE ATMOSPHERE AND OCEANS.

- Heating the atmosphere reading
- Heat energy and the atmosphere card
- Energy and the Atmosphere quiz

I CAN DESCRIBE HOW THE SUN'S ENERGY WARMS THE ATMOSPHERE CAUSING CONVECTION IN THE ATMOSPHERE AND OCEANS.

- Coriolis Card
- Ocean Current Card
- Global Winds reading
- Ocean Motion reading

I CAN EXPLAIN HOW OCEAN TEMPERATURES AFFECT THE CLIMATE OF AN AREA.

- Where in the World
- The Climate of the Land of Ert

I CAN DESCRIBE HOW ENERGY FROM THE SUN CAUSES MOTION IN THE ATMOSPHERE AND IMPACTS WEATHER.

- Air Pressure and Isobars
- Weather Wize

I CAN COMPARE AND CONTRAST THE DIFFERENCE BETWEEN WEATHER AND CLIMATE.

I KNOW WHAT TYPE OF WEATHER IS ASSOCIATED WITH LARGE AIR MASSES AND FRONTS.

- Weather Wize
- Weather Cycler

I CAN DESCRIBE THE MIXTURE OF GASES THAT MAKE UP THE ATMOSPHERE.

I CAN COMPARE AND CONTRAST THE ATMOSPHERE AT DIFFERENT ELEVATIONS.



Post it  
Note  
Fun

Give me a . and a ?

It rains. The water evaporates, water vapor turns into clouds, and it rains again.

a statement about what i've learned

What step comes after evaporation?

a question to ask a friend about what we've learned



**Exit Slip**

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

 - Got it!

 - Struggling.

 - Stuck.

# FIST to FIVE

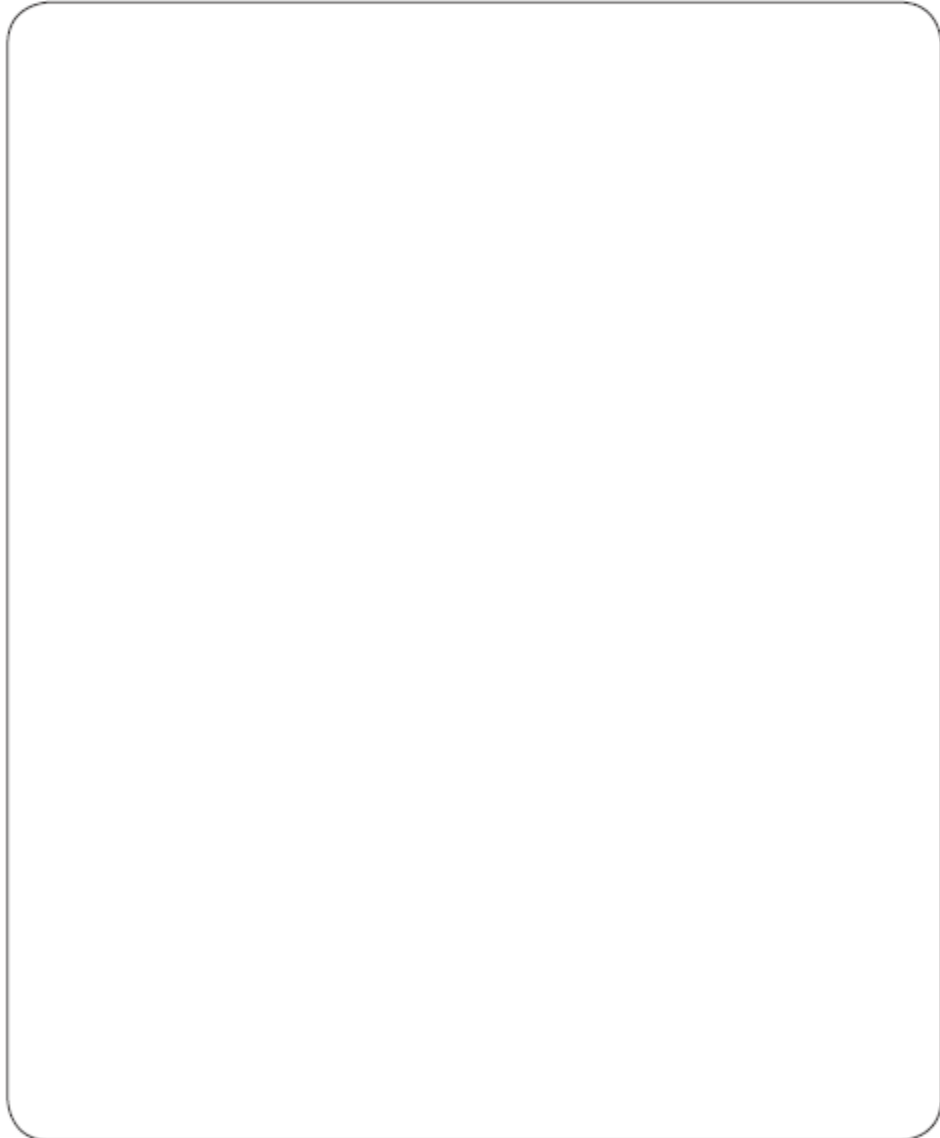
Check 

-  I COMPLETELY UNDERSTAND
-  I MOSTLY UNDERSTAND
-  I UNDERSTAND PRETTY WELL
-  I COULD USE MORE PRACTICE
-  I NEED HELP
-  I DON'T UNDERSTAND AT ALL

## The Sticking Point

Learning target or assignment \_\_\_\_\_

Here is where I get stuck:



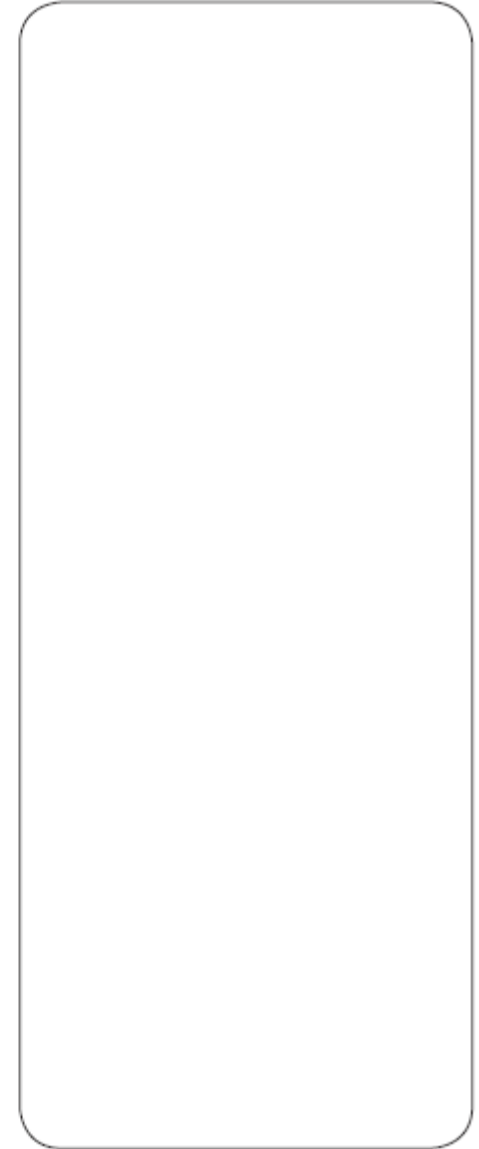
## Most and Least Clear

Learning target or assignment \_\_\_\_\_

These points were **most clear** to me.



These points were **least clear** to me.

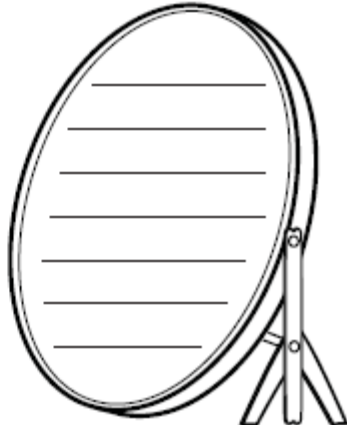


# Mirror, Mirror

Look at your work on \_\_\_\_\_

What do you see?

Criteria:



# Me, Me, Me!

Assignment \_\_\_\_\_

For this assignment, list the three things you need to work on most. Answer the questions for each one.

1.	<p>a. Can I do this myself?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>b. If no, who could help?</p> <p><input type="radio"/> Teacher</p> <p><input type="radio"/> Other student _____</p> <p><input type="radio"/> Family member _____</p> <p>c. How likely am I to succeed?</p> <p><input type="radio"/> Not very</p> <p><input type="radio"/> Possibly</p> <p><input type="radio"/> Likely</p>
2.	<p>a. Can I do this myself?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>b. If no, who could help?</p> <p><input type="radio"/> Teacher</p> <p><input type="radio"/> Other student _____</p> <p><input type="radio"/> Family member _____</p> <p>c. How likely am I to succeed?</p> <p><input type="radio"/> Not very</p> <p><input type="radio"/> Possibly</p> <p><input type="radio"/> Likely</p>
3.	<p>a. Can I do this myself?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>b. If no, who could help?</p> <p><input type="radio"/> Teacher</p> <p><input type="radio"/> Other student _____</p> <p><input type="radio"/> Family member _____</p> <p>c. How likely am I to succeed?</p> <p><input type="radio"/> Not very</p> <p><input type="radio"/> Possibly</p> <p><input type="radio"/> Likely</p>

# 2 Minute Show What You Know



Something that was EASY for me today: 😊

Something that was DIFFICULT for me today: Hmm...

Questions I still have: ?

Additional Notes: +

How do I give/receive feedback from all of my students?





# What do I do with the feedback I collected?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MATH</b> Solving problems with multi-digit addition and/or subtraction.	<b>Topic 10</b> Multi-digit Addition & Subtraction <b>Monday</b> Lesson 10-4 How is subtracting money like subtracting 10s and 1s?	<b>Tuesday</b> Lesson 10-5 How do we estimate by using dimes?	<b>Wednesday</b> Lesson 10-6 How do we regroup 10s and 1s to subtract?	<b>Thursday</b> Lesson 10-7 How do we subtract money? Quick 30 min lesson 8:30-9:00 Reading 9:00-9:30 Indep work 9:30-10:00	Review for Spelling & Reading Tests Take tests Discovery Ed. activities over whales
<b>READING</b>	• Introduce Vocab. • Picture Walk • Predict what story is about (whale) • Brainstorm what we already know about whales • Listen to story • Add new whale facts to list	• Review vocab • Listen to or read story • Comp. Questions during reading ↳ model how to make inferences • Activity → use fact list from previous day, write informational story about whales	• Review Vocab & Story • Buddy read the story • Prior skill: Cause & Effect ↳ make cause and effect relationship chart about story. Reading Rainbow	• Review story & vocab • Read story as a class Lunch @ 10:00 Bathroom @ 10:20 Load bus @ 10:20 Return @ 11:05 Complete President work	Topic 10 Test Topic 12 Pretest
<b>OTHER</b> What is the role of a president? How does having a good leader help the community?	Abraham Lincoln • Lincoln's Life • DE video • Activity ↳ Lincoln sheets	Valentine's Party @ 1:30	President's Day Weekly Reader Activity Lincoln & Washington Art activity	George Washington's life Create teams • Students choose team members • Create names, flag, mission, motto, reward ... sheets	Comparing Lincoln & Washington Class Venn Diagram

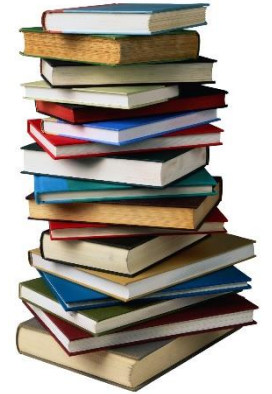
# Roll the Die

1. I want to remember...
2. Something I learned today.
3. One word to summarize what I learned...
4. Celebrate something I already knew.
5. I'm still fuzzy about.../I want to know...
6. Name an "aha" connection.





# Resources



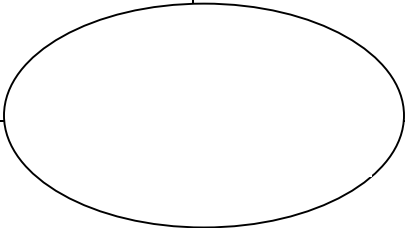
- Brookhart, S. M. (2010). *Formative Assessment Strategies for Every Classroom*. ASCD: Alexandria, VA.
- Brookhart, S. M. (2008). *How to Give Effective Feedback to your Students*. ASCD: Alexandria, VA.
- Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*. 77(1), 81-112.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge: New York, NY.
- Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge: New York, NY.
- Moss, C. M. & Brookhart, S. M. (2009). *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*. ASCD: Alexandria, VA.
- <http://www.learningspy.co.uk/assessment/feedback-its-better-to-receive-than-to-give/>
- <http://www.elementarymatters.com/2012/06/guest-post-by-michelle-of-no-monkey.html>

# Images

- [http://mailing-list-services.com/eml/wp-content/uploads/2012/03/iStock\\_000018605634Medium1.jpg](http://mailing-list-services.com/eml/wp-content/uploads/2012/03/iStock_000018605634Medium1.jpg)
- <http://www.ncvps.org/wp-content/uploads/2010/11/college-students-2.jpg>
- <http://en.hdyo.org/assets/ask-question-2-ce96e3e01c85a38a0d39c61cfae6d42c.jpg>
- <http://blackstarjournal.org/?p=1943>
- <http://www.lehman.edu/orsp/>
- [http://www.tax-depot.com/customer\\_feedback.html](http://www.tax-depot.com/customer_feedback.html)
- <http://www.caretransitions.com/Portals/1845/images/thumbs-up2.jpg>
- <http://www.sheknows.com/food-and-recipes/articles/804652/how-eating-organic-improves-your-child-s-health>
- <http://beachsandplans.blogspot.com/2013/08/five-for-fridayim-back-on-track.html>
- <http://teachingallstars.blogspot.com/>
- <http://2.bp.blogspot.com/-r2trx5VUeNQ/UQIXQGQ4gul/AAAAAAAAAR8/qX9iwY3GfJc/s1600/2012-02-18+17.57.04.jpg>
- <http://www.360solutions.com/blog/wp-content/uploads/2012/07/books.jpg>
- <http://www.thechalkboardkitchen.com/wp-content/uploads/2013/07/chalkboard.jpg>

# Frayer Model Template

<b>Definition</b> - <i>Use your own words.</i>	<i>Define its essential characteristics.</i> - <b>Characteristics</b>
<b>Examples</b>	<b>Non-Examples</b>



## Descriptive or Evaluative?

Directions: Write D, E, or B in the blank before each statement to indicate whether a statement is descriptive (D), evaluative (E), or both (B).

\_\_\_\_\_ 2+ The highlighted phases on the rubric are the ones you need to work on.

\_\_\_\_\_ 3.4

\_\_\_\_\_ I noticed the way you worked with Kim today during the experiment. Your teamwork and communication enabled you to complete all problems correctly.

\_\_\_\_\_ See me.

\_\_\_\_\_ Way to Go!

\_\_\_\_\_ The transition words you chose in your paragraph make the writing flow.

\_\_\_\_\_ ☺

\_\_\_\_\_ B+ Good work!



\_\_\_\_\_ You made some simple mistakes with multiplying three-digit numbers. Next time, take a few minutes when you've finished to check your work.

\_\_\_\_\_ What you have written is a hypothesis because it is a proposed explanation. You can improve it by writing it as an "if...then..." statement.

\_\_\_\_\_ If you had done the homework, you would have done better on this test.