What is effective student feedback?

Division of School and District Effectiveness
Georgia Department of Education
The Research

“The most powerful single moderator that enhances achievement is feedback.”

What is Exemplary Feedback?

Think back . . .

1. What was the most effective feedback system you have ever been in as a learner? What made it so?

2. Share examples at your table, then generalize: “The best feedback systems …”

Criteria for Excellent Feedback

- Timely
- User-friendly—in approach and amount
- Descriptive and specific in regard to performance
- Consistent
- Expert
- Accurate
- Honest, yet constructive
- Derived from concrete standards
- On-going

Effective Feedback

- Directs attention to specific learning targets
- Guides students to improvement
- Occurs as learning is taking (timely)
- Addresses partial understanding
- Limits the focus of feedback to what students should act on
Feedback on Commentary

1. I know you are capable of better work. **NO**

2. Your solution is correct. What supporting evidence can you include with your work? **YES**

3. Is your solution unique? If so, can it be generalized for all cases? If not, please demonstrate another solution. **YES**
Feedback on Commentary

4. I really liked your work. NO

5. The process that you used demonstrated an understanding of this basic construction. YES

6. You need to make your explanation longer. NO
Feedback on Commentary

7. How could you make the process easier to understand? **YES**

8. Good job on this task. **NO**

9. Using matching colored pencils for congruent radii of congruent circles demonstrates your understanding of congruent triangles. **YES**
Why should we conference with students?
Reasons to conference

• Need more information about why a student is having difficulty

• Need more information to plan instruction
Ideas to Include in Conferencing

• Begin with easy questions
• Have the student explain their thinking
• Encourage estimates or predictions
• Promote use of multiple representations
• Pin-point Strengths, Weaknesses and Next Steps
• Keep a record of conferences
Conferencing Tips for Teachers

• Listen!
• Be neutral.
• Avoid giving cues.
• Wait silently.
• Do not interrupt.
• Avoid questions that can be answered with “yes” or “no”.
• Do not tell them if the answer is right or wrong.
Student Conferences

Teachers will collect student work that relates to the task from the previous lesson.

Teachers will chart their ideas and questions to use in commentary:

• Teacher looks at student work and thinks about a focus area.
• Teacher asks students what they think they did well.
• Teacher shares what student did that was positive.
• Within the focus area teacher will ask probing/guiding questions to determine misconceptions.
• Teacher provides written feedback (using LOTS) giving two positive statements and one statement for next steps.
• Teacher provides guidance for student revision.
• Student revises work (with a peer, individually, or with the use of other resources) while teacher conferences with another.

Teacher assesses student revisions.