Standards-based Feedback from Teachers to Students

Developed from *Seven Strategies of Assessment for Learning*, Jan Chappuis
OUR LEARNING TARGET

We will develop procedures to incorporate the use of effective, standards-based teacher feedback that will increase student understanding and learning.
What is the purpose of feedback in a classroom?

- Help students identify where they are now with respect to where they are going
- To provide correction to current and future work
- To prompt further learning
- To maximize the chances that student achievement will increase
“Feedback is effective when it consists of information about progress, and/or about how to proceed. In a nutshell, it acts like a GPS telling them how close they are to the target and what steps they can take to reach it.

Students must be able to relate the feedback to the cause of their poor performance.

“Unclear evaluative feedback, which fails to clearly specify the grounds on which students have met with achievement success or otherwise, is likely to exacerbate negative outcomes, engender uncertain self-images and lead to poor performance.”

Hattie and Timperley 2007
In order to give effective feedback, you must KNOW the standard being assessed.

What words are key to include in feedback? ELA

**ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
In order to give effective feedback, you must KNOW the standard being assessed.

What words are key to include in feedback? MATH

◆ MCC9- 12.A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
In order to give effective feedback, you must KNOW the standard being assessed.

What words are key to include in feedback?  SCIENCE

◆ SB2. Students will analyze how biological traits are passed on to successive generations.
  • a. Distinguish between DNA and RNA.
  • b. Explain the role of DNA in storing and transmitting cellular information.
In order to give effective feedback, you must KNOW the standard being assessed.

What words are key to include in feedback? SOCIAL STUDIES

◆ SSWH3 The student will examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.

• a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.

• b. Identify the ideas and impact of important individuals; include Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle’s pupil Alexander the Great and the impact of Julius and Augustus Caesar.
In order to give effective feedback, you must KNOW the standard being assessed.

What words are key to include in feedback? Ag Science

◆ AG-BAS-3: The student distinguishes between types of environmental natural resources and draws conclusions about human impact on the environment.
  • a. Defines environmental and natural resources.
  • b. Explains ecosystems and the interrelationship of natural resources.
Prompts...

◆ I see you have included______ which proves_______
◆ Now, let’s see if you can...
◆ What you have written is____ because
◆ Your strategy worked for _____ but it didn’t lead to _____
◆ All of the information you gave about ______ is accurate except___
◆ Your prediction is valid. What did you base your decision on?
◆ You have included all the steps required in______.
What are the two types of feedback?

Standard based feedback that directs attention to the intended learning does so by focusing on characteristics of the work the student has done or on a characteristic of the process used:

• It points out what a student has done well—SUCCESS FEEDBACK

• It gives specific information to guide improvement—INTERVENTION FEEDBACK
Success Feedback should:

• Identify what is done correctly.
• Describe a feature of quality present in the work.
• Point out effective use of strategy or process.
Intervention Feedback should:

• Identify a correction.
• Describe a feature of quality needing more work.
• Point out problem with strategy or process.
• Offer a reminder.
• Make a specific suggestion for improvement.
• Ask a question for clarification.
Success or Intervention?

- You got all of the questions on parallel and perpendicular lines correct.
- The information you found is important to your topic and answers questions the reader is likely to have.
- You had some trouble with the differences between isosceles and scalene triangles.
- This ruler is too short to draw the lines you need. Try using a 12-inch ruler.
- The table you drew really shows the process of mitosis well.
Success or intervention?

✓ The meaning of the paraphrased information in paragraph 3 does not come through clearly enough yet. What might you do to make it clearer?

✓ Try putting your arguments in the graphic organizer for persuasive writing and look for holes.

✓ All of the information you gave about the Ottoman empires fall is accurate and clearly stated.

✓ Please recheck your facts about English settlements. Some of your statements are not true for all cases.
5 Characteristics of Effective Standard Based Feedback

1. Directs attention to the intended learning, pointing out **strengths** and offering specific information to guide improvement.

2. **Occurs during learning**, while there is time to act on it.

3. Addresses partial understanding.

4. **Does not do the thinking for the student**.

5. **Limits correction information** to the amount of advice the student can act on.