

The Power of Assessment Webinar Series – Module 6 (Descriptive Feedback)

Activity #1 – Feedback Reflection

1. Reflect on whether the feedback you most often provide to students represents a “look back” or a “look ahead”? Is this a *habit* that you’ve always had or is it a *conscious decision* that you’ve recently made?

2. Do both have a place in our feedback routines? Are they of equal value? If not, which one is more important?

Activity #2 – Feedback Reflection

Response Type	Feedback indicates performance EXCEEDS goal.	Feedback indicates performance FALLS SHORT of goal.
Change Behaviour	Exert less effort	Increase effort (+)
Change Goal	Increase aspiration (+)	Reduce aspiration
Abandon Goal	Decide the goal is too easy	Decide the goal is too hard
Reject Feedback	Ignore Feedback	Ignore Feedback

Source: Embedded Formative Assessment by Dylan William (p. 115)

Of the six potential negative responses to feedback identified by Dylan William, which 2 do you see most often in your classroom?

Is there anything about your current feedback routines/habits that contributes to making these two the most common responses?

Writing Feedback Form (EXAMPLE)

Name: Susan

Date: September 28

Assignment: Persuasive Essay - First Draft

3 ASPECTS THAT ARE STRONG:

- 1) *The organization of your essay is logical making it easy for the reader to follow your argument.*
- 2) *Your opening paragraph, including your thesis statement, clearly identifies the topic of your essay and is also effective at previewing the main points to be discussed.*
- 3) *The supporting details you've included in each of your body paragraphs are relevant and solidify the argument you're trying to make by providing real-life examples.*

2 AREAS IN NEED OF IMPROVEMENT:

1. *The transitions between your paragraphs are thoughtful, however they lack variety. Try to be a little more creative with how you transition the reader from one idea to the next.*
2. *Your concluding paragraph is a little too specific to your topic. Remember, the goal with the conclusion is to broaden the reader's focus to a more generalized perspective and to how your argument fits in to the big picture.*

1 STRETCH (Something I'd like you to try)

1. *At the end of your concluding paragraph, try leaving the readers with a compelling question that leads them to explore your topic even further.*

Feedback Form (3 – 2 – 1)

Name: _____

Date: _____

Assignment: _____

AREAS OF STRENGTH:

1. _____

2. _____

3. _____

AREAS IN NEED OF IMPROVEMENT (and HOW):

1. _____

2 _____

ONE STRETCH (Something I want you to try)

1. _____

Peer-/Self-Assessment Feedback Form (3 – 2 – 1)

Name: _____

Date: _____

Assignment: _____

SELF or PEER ASSESSMENT	
3 AREAS OF STRENGTH:	
1.	_____

2.	_____

3.	_____

2 AREAS NEEDING IMPROVEMENT	
1.	_____

2.	_____

My Teacher's Advice:

My Next Steps:

References

- Classroom Assessment for Student Learning: Doing it Right – Using it Well by Rick Stiggins, Jan Chappuis, Judy Arter, and Steve Chappuis.
- “Feedback for Learning.” *Educational Leadership* (September 2012)
- Seven Strategies of Assessment for Learning by Jan Chappuis
- How to Give Effective Feedback to Your Students by Susan M. Brookhart
- Ten Things that Matter from Assessment to Grading by Tom Schimmer.
- Embedded Formative Assessment by Dylan William
- Visible Learning by John Hattie.
- Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning (Solution Tree)