

## FEEDBACK

Performance Goal: *write a vivid story/memoir about loneliness*

	Descriptive Feedback	Practical Advice	Non-specific Evaluation
<b>Positive</b>	Your scene setting in the story was very effective – In paragraphs 2 and 7 you gave rich details that paint a vivid picture of the setting and the character’s physical appearance. You mostly resisted the urge to interpret.	Next time, try to get the same rich detail in the characters’ tone of voice, and speech as was in the setting. Because that’s how we gain better insight into a person’s inner state.	Good job!  Nicely done!  <b>A –</b>
<b>Negative</b>	The goal was to depict or reveal loneliness, but the characters were just alone. There wasn’t enough detail to help us know and infer what they were feeling.	In the future, describe, don’t interpret: say less about who and where they are and more about what a lonely person looks, sounds, and acts like by which we infer loneliness.	Poor job. This is not good enough, and it’s not your best work.  <b>C –</b>

## FEEDBACK






**Goal:** *Informative Oral presentation*

	Descriptive Feedback	Practical Advice
Positive		
Negative		

# FEEDBACK

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## Elementary SPIDER Web Discussion Rubric

Group discussion	Not Yet 	Sometimes 	Usually 	Mostly 	Always 
Everyone participated.					
Everyone listened attentively.					
Everyone spoke loudly and clearly.					
Everyone stayed on topic.					

### Group members:

- 1.
- 2.
- 3.
- 4.
5. etc.

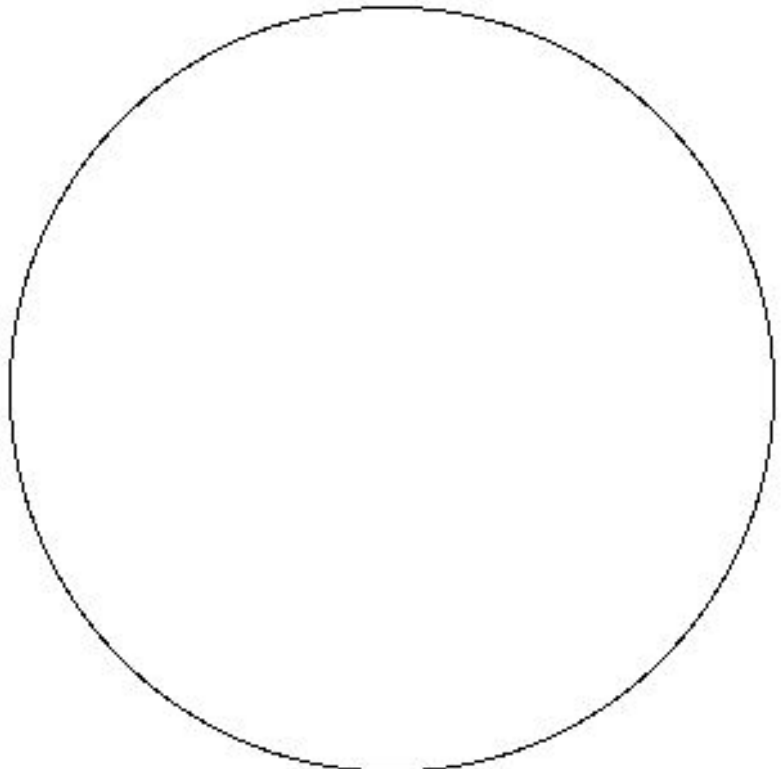
### Coding Key:

I= Interruption

D= Distracted,  
talking, off task

\*=Insightful  
comment

Q= Question



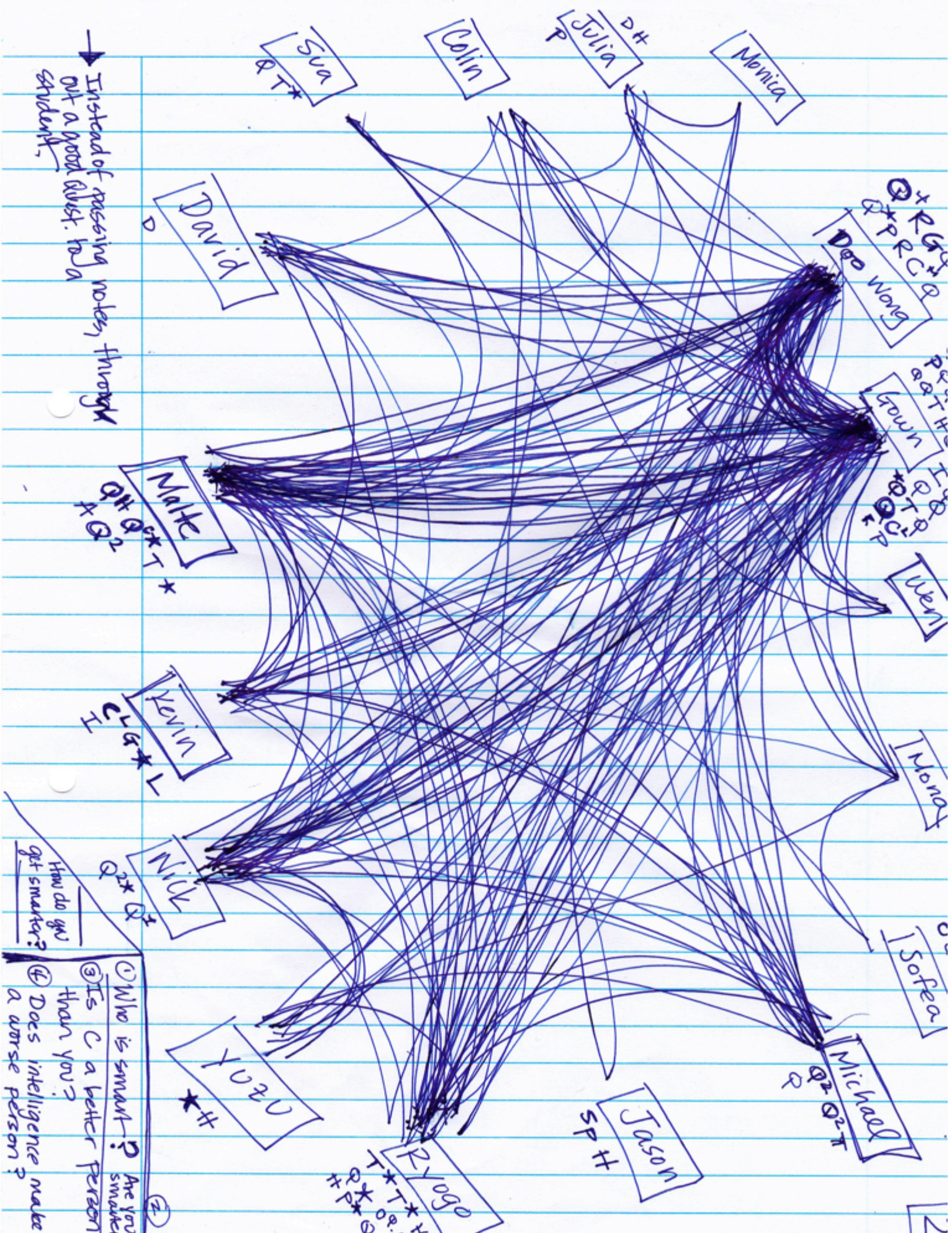
# FEEDBACK

## Seminar Key

1. ★ = Insightful comment
2. A = Abrupt shift, cuts off conversation flow
3. C<sup>D</sup> = Connection to previous class discussion
4. C<sup>L</sup> = Connection to life
5. C<sup>OT</sup> = Connection to outside text
6. C<sup>T</sup> = Connection to current text (not reading passage)
7. D = Distracted, talking, off task
8. EQ = Reference to course/unit Essential Question
9. G = Glib, silly, or sarcastic comment
10. H = Hard to hear
11. H<sup>C</sup> = Asked to speak up
12. I = Interruption
13. IG = Illogical statement, prediction, question
14. O = Organizing, leading, or calling for order
15. P = Prediction
16. Q = Question
17. Q★ = Insightful question
18. Q<sup>C</sup> = Clarifying question
19. Q<sup>F</sup> = Surface question
20. R = Rambling, unfocused, going on and on without clear, pithy point
21. S = Reference to author/writing style
22. T = Reference to the text
23. X = Error in comprehension
24. X<sup>C</sup> = Correction of error
25. Y = Synthesizes, sees big picture



→ Instead of passing notes, through out a good friend. to a student.



- How do you get smarter?
- ① Who is smart? Are you smarter than you?
  - ② Is C a better person than you?
  - ③ Does intelligence make a worse person?



## **FEEDBACK**

### **Self-Assessment of Writing, Handed in with Paper**

- ☐ My paper has a definite purpose; I knew exactly what I was trying to do
- ☐ My title indicates my point, and creates interest
- ☐ I had a specific audience in mind as I wrote and revised
- ☐ The transitions are smooth; the paragraphing is effective
- ☐ My opening sentence(s) catch the readers' attention
- ☐ Each paragraph contains a clear idea (and topic sentence)
- ☐ The details and word choices paint the right picture, give the right feel, and make my point -- without my having to overstate it
- ☐ I checked each sentence to insure it was complete
- ☐ I re-organized sentences and paragraphs to make the paper more logical and fluid in my editing, after drafting
- ☐ I can explain why I placed every punctuation mark as I did
- ☐ The ending is effective in wrapping things up
- ☐ I read the paper aloud or had others read it to catch awkward, confusing language or mechanical errors

Give yourself a grade A-F on each aspect of your paper. Explain any grade below B, giving reasons. Attach this sheet to your revised draft. Honest and accurate self-assessment is 20% of your final grade.

## FEEDBACK

The student self-assesses their work in the lower-right-hand corner of the rubric cells; the teacher will later add his or her checks in the upper-right-hand corner of the rubric cells. In this example, the student has written their goals/action statement BEFORE the teacher feedback; the goals/actions can also be written after the teacher feedback. (Note that models support these rubrics)

### Rubric for Self-Assessment & Teacher Assessment: *Essay*

% weight –	Persuasive 40%	Clear 30%	Thorough 30%	Polished 20%
<b>4</b>	Very persuasive: compelling evidence, sound reasoning, effective in countering other arguments.	Very clear: helpful and precise use of language, the ideas are explicit and the argument is easy to follow.	Very thorough: there is rich detail and comprehensive discussion of all the related issues to assess the quality of the argument.	Very polished: there are no errors of syntax, mechanics, or usage. This is publishable-quality.
<b>3</b>	Persuasive: valid evidence, logical reasoning, addresses other arguments.	Clear: accurate use of language, most ideas are explicit and the reader can follow the argument.	Thorough: there is sufficient detail and discussion of all the related issues to assess the quality of the argument.	Polished: there are no distracting errors of syntax, mechanics, or usage.
<b>2</b>	Somewhat persuasive: there are some gaps in the logic, some evidence is missing and/or inappropriate; does not address counter-arguments (or does so ineffectively).	Somewhat clear: some vague, ambiguous or inaccurate language; some ideas are implied and a bit hard to follow.	Somewhat thorough: there is a need for more detail and discussion of all the related issues in order to assess the quality of the argument.	Somewhat polished: there are a few distracting errors of syntax, mechanics, and/or usage; some editing and re-copying was needed.
<b>1</b>	Unpersuasive: not logical AND/OR missing or inappropriate evidence; does not consider other arguments	Unclear: too much vague, ambiguous and/or inaccurate language; some ideas are implied and hard to follow.	Not thorough: there is insufficient detail and too little discussion of all the issues to assess the quality of the argument.	Unpolished: there are a number of distracting errors of syntax, mechanics, and/or usage. Looks like a rough draft, needing editing and recopying.

#### Goals/Actions:

*Next time I make an argument, I'll do a little more research on the topic and think about what other people are going to argue (especially those who disagree with me). My writing is pretty good, but it's hard for me to make a logical argument because to me my views are just right!*

# FEEDBACK

## From the ACTFL Spanish proficiencies

**Novice-High:** Able to satisfy immediate needs using learned utterances... Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic, and errors often occur when word endings and verbs are omitted or confused... Speech is characterized by enumeration, rather than by sentences. There is some concept of the present tense forms of regular verbs particular -ar verbs, and some common irregular verbs... There is some use of articles, indicating a concept of gender, although mistakes are constant and numerous...

## From the The ACTFL Can Do Statements, for Student Self-Assessment and Teacher Assessment:

### NOVICE HIGH

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

#### I can exchange some personal information.

- ☐ I can ask and say a home address and e-mail address.
- ☐ I can ask and say someone's nationality.
- ☐ I can ask and talk about family members and their characteristics.
- ☐ I can ask and talk about friends, classmates, teachers, or co-workers.
- ☐ I can \_\_\_\_\_

#### I can exchange information using texts, graphs, or pictures.

- ☐ I can ask about and identify familiar things in a picture from a story.
- ☐ I can ask about and identify important information about the weather using a map.
- ☐ I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- ☐ I can respond to simple questions based on graphs

#### I can ask for and give simple directions.

- ☐ I can ask for directions to a place.
- ☐ I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- ☐ I can tell someone where something is located, such as next to, across from, or in the middle of.
- ☐ I can \_\_\_\_\_

#### I can make plans with others.

- ☐ I can accept or reject an invitation to do something or go somewhere.
- ☐ I can invite and make plans with someone to do something or go somewhere.
- ☐ I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- ☐ I can \_\_\_\_\_

#### I can interact with others in everyday situations.



# FEEDBACK

from Module J in *Advanced Udd Unit Design*

Figure J.4

## Four Types of Criteria with Sample Questions

<b>Impact</b> Was the desired result achieved? Was the problem solved? Was the client satisfied? Was the audience engaged and informed? Was the dispute resolved? Did the speech persuade? Did the paper open minds to new possibilities? <b>In sum: <i>Was the work effective?</i></b>	<b>Content</b> Was the work accurate? Did the product reveal deep understanding? Were the answers appropriately supported? Was the work thorough? Were the arguments of the essay cogent? Was the hypothesis plausible and on target? <b>In sum: <i>Was the content appropriate to the task, accurate, and supported?</i></b>
<b>Process</b> Was the student methodical? Was proper procedure followed? Was the planning efficient and effective? Did the reader employ apt strategies? Did the group work collaboratively and effectively? <b>In sum: <i>Was the approach sound?</i></b>	<b>Quality</b> Was the speech organized? Was the paper mechanically sound? Was the chart clear and easy to follow? Did the story build and flow smoothly? Was the dance graceful? Were the graphics original? <b>In sum: <i>Was the performance or product of high quality?</i></b>

Task & Goal:

Impact:

Content:

Process:

Quality:

# FEEDBACK

Figure J.8

## Rubric for Autonomous Performance (Gradual Release of Responsibility)

Level of Independence	Description
Independent	Learner completes task effectively with complete autonomy
Hints	Learner completes task with minimal assistance (e.g., 1-2 hints or guiding prompts from teacher)
Scaffolded	Learner needs step by step instructions and scaffolding (e.g., graphic organizer) to complete the task
Hand holding	Learner needs the task simplified; requires constant feedback and advice, review and reteaching; needs moral support to complete the task
Dependent	Learner cannot complete the task, even with considerable support

Figure J.6

## Descriptive Terms for Differences in Degree

Use the following general terms to describe differences in degree for constructing a scoring rubric with a 4-point scale. Once the rubric is applied, an analysis of student work will yield more precise descriptive language or a rubric with more gradations.

<b>Degrees of Understanding</b> <ul style="list-style-type: none"> <li>• Thorough/complete</li> <li>• Substantial</li> <li>• Partial/incomplete</li> <li>• Misunderstandings/serious misconceptions</li> </ul>	<b>Degrees of Frequency</b> <ul style="list-style-type: none"> <li>• Always/consistently</li> <li>• Frequently/generally</li> <li>• Sometimes/occasionally</li> <li>• Rarely/never</li> </ul>
<b>Degrees of Effectiveness</b> <ul style="list-style-type: none"> <li>• Highly effective</li> <li>• Generally effective</li> <li>• Somewhat effective</li> <li>• Ineffective</li> </ul>	<b>Degrees of Independence</b> <p>Student successfully completes the task</p> <ul style="list-style-type: none"> <li>• Independently</li> <li>• With minimal assistance</li> <li>• With moderate assistance</li> <li>• Only with considerable assistance</li> </ul>
<b>Degrees of Accuracy</b> <ul style="list-style-type: none"> <li>• Completely accurate; all _____ (facts, concepts, mechanics, computations) correct</li> <li>• Generally accurate; minor inaccuracies do not affect overall result</li> <li>• Inaccurate; numerous errors detract from result</li> <li>• Major inaccuracies; significant errors throughout</li> </ul>	<b>Degrees of Clarity</b> <ul style="list-style-type: none"> <li>• Exceptionally clear; easy to follow</li> <li>• Generally clear; able to follow</li> <li>• Lacks clarity; difficult to follow</li> <li>• Unclear; impossible to follow</li> </ul>

# FEEDBACK

## TEACHER OBSERVATION

A. PRE-OBSERVATION – “Lesson goals in context of unit goals? What should I look for?” (see UbD pre-observation form)

B. SELF-ASSESSMENT - “So, how do you think you did? Strengths and weaknesses, given your goals”?

1. Does he/she have a clear opinion about how he/she did overall?
  - Can he/she describe in detail where the performance was successful and where it was unsuccessful?
  - How matter-of-fact vs. self-judging is his/her opinion?
  - How accurate (from your perspective) is this self-assessment?
2. Is he/she clear on the goal? Does he/she accept the goal?

C. FEEDBACK - “Let me describe for you what I noticed, in light of your goals”

3. Describe what he/she did where the goal was met.
  - Does the person acknowledge the positive feedback?
  - Does the person agree with the positive feedback?
4. Describe what he/she did where the goal was not met.
  - Does the person acknowledge the negative feedback?
  - Does the person agree with the negative feedback?

D. ADVICE - “Let’s consider some things that might lead to even better results”

5. Can he/she give self-advice on how to improve performance?
6. If not, provide brief & practical user-friendly advice on how performance can be improved

E. CLOSURE – “Was this session helpful?”

7. Is he/she satisfied that the session was helpful?

NOTE: Ask questions only as necessary to gain facts or insights into the context behind events & reactions that puzzled you or where you were unclear on the teacher’s intent

## **FEEDBACK**

*Given an agreed-upon or already-stated goal –*

	<b>Descriptive Feedback</b>	<b>Practical Advice</b>	<b>Non-specific Evaluation</b>
<b>Positive</b>	“In light of your goal(s) and what you asked me to look and listen for, here is what I saw and heard where your goal was achieved...”	“Next time, perhaps you might want to try...”	<p>“Good job!”</p> <p>“Nicely done!”</p>
<b>Negative</b>	“In light of your goal(s) and what you asked me to look and listen for, here is what I saw and heard where the goal may not have been achieved as well as you might have wished...”	<p>“Next time, you might want to try...”</p> <p>[specify potential design weaknesses &amp; how to address them]</p> <p>[specify potential implementation weaknesses and how to address them]</p>	“I noticed some rough spots – gaps between goal and results.”
<b>Positive</b>	“Here are other aspects of the lesson that worked...”	“Next time, you might want to...”	<p>“Good job!”</p> <p>“Nicely done!”</p>

## FEEDBACK

Teacher:	Room:	Date:
Subject:	Grade:	
Where in the unit are you? What is the lesson about?		
What's the <b>point</b> ? Which understanding-related goals are you highlighting in this lesson?		
<i>Specific UNIT goals highlighted in this lesson:</i>		
<p><i>By the end of this lesson, students should be better able, on their own, to see...and to use the content to...</i></p>		
What student <b>confusions, misunderstandings &amp; skill deficits</b> are predictable in this set of lessons?		
Where and how in the lesson(s) is student learning supposed to be <b>self-directed and independent</b> ?		
Where should I look and what should I look for to help you consider the success of the lesson(s)?		



## FEEDBACK

Teacher: Shula	Room: 107	Date: November 5
Subject: Reading	Grade: 2 <sup>nd</sup> Grade	
Where in the unit are you? What is the lesson about? What's the <b>content</b> and the <b>context</b> ?		
We are currently in the unit titled: Readers Understand Author's Purpose and Point of View Through Reading Literature and Biographies. We have completed two immersions within which we have focused our attention on Leo Lionni, studying his biography and body of work. We have examined specific aspects of Lionni's life through text and interview and applied their focus to our reading of his books, Frederick, Alexander and the Wind Up Mouse, and Swimmy. Students have identified the main characters, plot and setting in each book and linked specific elements to Leo Lionni's own childhood, his inspiration to make art, and his affinity for animals.		
What's the <b>point</b> ? Which understanding-related goals are you highlighting in this lesson?		
<p><i>Specific UNIT goals highlighted in this lesson:</i></p> <p>Essential Question:</p> <p>How can I use all that I have learned by studying published authors of literature and biographies to deeply comprehend the author's purpose and point of view within them?</p> <p>Link to Comprehension and Collaboration CCS SL.2.1</p> <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed upon rules for discussion. B. Build on others' talk in conversations by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><i>By the end of this lesson, students should be better able, on their own, to see...and to use the content to... on their own and in partners, to identify the main purpose of a narrative text within an author set by looking for themes and noticing authors writing style and craft.</i></p>		
What student <b>confusions, misunderstandings &amp; skill deficits</b> are predictable in this set of lessons?		
Students in second grade are accustomed to teacher led question and response. This lesson will focus on the current reading unit and build a structure around group discussion defined by the level of comprehension within the author study and the roles outlined in the launch.		
Where and how in the lesson(s) is student learning supposed to be <b>self-directed and independent</b> ?		
<p>The goal within the scaffolding and careful launch of the group discussion will be to encourage students to lead, contribute freely, and monitor themselves without direct teacher intervention (i.e. mediation or calling on raised hands).</p> <p>Following the Mini Lesson and guided discussion, students will meet in small groups based on their author study and participate in collaborative conversations with their peers. This will be indicative of the level of transfer.</p>		
Where should I look and what should I look for to help you consider the success of the lesson(s)?		
This lesson has two critical indicators of success, one is the application of specific roles within the discussion to facilitate depth of conversation and focus. The content of the discussion should follow the natural progression of our author study and utilize components from the previous lessons to allow students to consider the texts being compared.		

# FEEDBACK

## FEEDBACK TO A HS HISTORY TEACHER

### Your 2 longer-term goals:

1. *SWBAT understand the impact of individual thought in driving change*
2. *SWBAT understand the impact of Phase 1 of the French Revolution*

### Your instructions about my look-fors:

1. *Are the students engaged during the lecture by the questions that I am asking?*
2. *Are the questions making them think critically about the content?*

Questions #1 and #2 also link to the goals and look-fors, under **self-directed and independent** work: *Questions throughout the lecture, filling in stages of the French Revolution, and writing of a Big Idea.*

**Note** that pre-visit questions #1 and #2 are distinct. The students could be engaged by your questions yet the questions not require critical thinking. On the whole, that was what I actually saw, alas.

### OBSERVATIONS:

- You had on average  $\frac{1}{2}$  to  $\frac{3}{4}$  of the class engaged in your talk-questioning via the Powerpoint (given my indicators; see at the end of my notes).
- I counted 5-6 kids definitely looking not engaged throughout (given the indicators), most of them in the back rows, and even when you cold-called 1 or 2 of them.
- Only 4-5 kids took a lot of notes.
- On average, 7 kids raised hands to answer specific questions; a few kids almost always raised their hands and you called on them multiple times (e.g. Brady).

### THE Qs YOU ASKED

Here were most of your questions (I missed a few in my notes, given the fast pace) during the talk; I think this took about 15 minutes:

Members of the old \_\_\_\_\_? [regime]  
Left believes in equal rights for \_\_\_\_\_?  
What are the 3 types of power?  
Who is in the Option 2 group? Who else?  
No, before the Jacobins, the \_\_\_\_\_?  
When and where was the Assembly formed? No, not tennis court, but \_\_\_\_\_?  
What's the problem with Estates General? [no answer]  
OK, take taxes. Any problem with taxes of Royals? Nobles? Everyone else? *Yes.*

## FEEDBACK

Well, 2-1, that's the end of it. So? What do you say? [no answer] Does this seem...?  
*Not fair.*

So, what do they do? [no answer]. Nick, can you help out? *Tennis Court.*

What was the preamble? [no answer] A Declaration... What did they declare?  
*Freedoms*

What is Legislative Assembly like in our system? *Congress*

What were they afraid of in Austria and Prussia? [no answer] Why *would* they be afraid? *Afraid of revolution in their country.*

What kind of rulers ruled there? Remember, last unit, what did we call them? [no answer at first, and then a few people named a few Russian rulers, until you corrected them]. So what kind? No, not just kings... *Absolute*

What did the massacres say to these rulers? What do you think this is saying about the current government? [1-2 mumble 'bad' and 'unstable']

Do you know about the Arab Spring, what's going on right now all over the Arab world? [no one seems to have a clue, alas!]

Well, same in France, can't just happen quickly. There's lots of \_\_\_\_\_ *confused people*? Not just confused, it's \_\_\_\_\_ *chaos*

What was the gov'ts response? What new govt do they want, what's it's name? Give you a hint, starts with N....

Note that more than  $\frac{3}{4}$  of these Qs are not critical-thinking questions.

However, given your good pace and cold-calling 7-8 times, there was a moderate degree of engagement throughout.

A thought for the future: I don't know if you did this in advance, but I would next time write down all the higher-order questions in advance, and give thought to how to deal with factual ignorance or forgetfulness as a separate problem that should not sideline the main effort.

As for indicators of student critical thinking in response to the questions (cf. my list such indicators, below), I did not see much evidence of it.

- Almost all student answers were 1-word answers, as noted above;
- Almost always it was a fact that someone recalled, not an idea.
- Few students were pro-active here – it was pretty typical teacher-directed, rapid-fire questioning.
- I did not see more than 1 student look at his or her notes or handouts to try to answer the questions the entire time (Is that your wish – that they do or do not refer back to their notes? That was not clear to me or, I suspect, them.)

## FEEDBACK

A key word: priorities. The overall feeling I came away with was that the unit was not sufficiently clear in its priorities. It hadn't quite come together around a clear and powerful focus that would inform, connect, and give meaning to all the notes, debates, discussion, questions being asked. Recall your pacing: you asked the *So what?* question at the very end of class (only a few minutes to consider it) while asking dozens of factual questions and doing 4-5 different activities in the class before that, so the big idea doesn't seem very big – just one more task in a busy class.

Dana, I know this likely feels a bit 'negative' overall, but I hope in reading and pondering it further you'll see that I am just trying to highlight a few issues related to your most important goals. Your style is lively, smart, friendly; the class work is varied and sensitive to difference, etc. So, forgive me if I seem to be accentuating the feedback that needs attention. I think it's a better use of my time than to praise you for all the obvious things that worked well. I hope you agree. Looking forward to discussing this.

## APPENDIX

INDICATORS of student engagement:

- Verbal – *asking questions, quickly answering the question (especially if cold-called).*
- Non-verbal - *eye contact with you, taking notes, nodding as you speak, sitting upright.*
- They are not fully engaged if – *they take no notes, are off topic in doing small-group activities, and in general merely go through the motions of participating*

INDICATORS of teacher questions demanding critical thinking:

- Questions that begin with *Why? How? How would you judge? How is this like/unlike...? What would you conclude/predict/expect, given x? How does this compare/contrast with x? What's the big idea?* AND in which the answers to those questions do not come from low-level recall of the 'official' answers found in their notes, in the text, or otherwise highlighted by you previously. AND where wait time is provided to ensure thought.

INDICATORS of student critical thinking:

- Questions – *Why would...? What evidence supports that? So what? But then why/how...? But doesn't that contradict...?*
- Answers – *On the one hand....other hand..., I think...because..., somewhat lengthy answers that provide reasons/context/logic*
- Non-verbal – *Looking through their notes and readings to confirm/support/defend, writing down their questions or observations related to evaluating a claim, etc.*