



Feedback: A Powerful Tool for Raising Student Achievement in Language Arts

Video Note Taking Guide

Enduring Understanding



- All students can learn rigorous academic material at high standards

Jon Saphier and Robert Gower: *The Skillful Teacher*

Essential Question



- How can we provide specific and timely feedback to learners in order to improve performance?



Outcomes: By the end of the session, participants will have:



- Identified two types of feedback—evaluative and descriptive
- Reviewed research related to feedback and student achievement
- Practiced creating descriptive feedback matched to standards
- Reflected on newly acquired knowledge and identified next steps for classroom applications

Engage



■ Five Words / Three Words Activator

- On your own, list five words that come to your mind when you hear the word “feedback”
- Share your individual list with your table group
- Agree upon three words your team believes best describe feedback
- Record each of the three words on three index cards found on your table
- Be prepared to share your three words with the group

Two Types of Feedback



1. Descriptive
2. Evaluative



What Is Descriptive Feedback?



- Specific
- Relates directly to the learning
- Comparison to models, samples, exemplars
- Related to performance, not personal

(adapted from Davies, 2000)

Why Descriptive Feedback?



- The purpose of descriptive feedback is to *provide opportunities for the learner to make adjustments and improvements* toward mastery of a specified standard

Descriptive Feedback



- These “L”s look like “V”s
- I don’t see supporting details in the thesis
- The pianissimo was louder than the forte
- The first sentence tells the reader the main idea
- The two adjectives don’t have gender agreements with the noun
- Your back foot is not coming up high enough to clear the hurdle
- The lab report is missing the explanation of the chemical reactions

Non-Descriptive Feedback



- B+
- Messy!
- You can do better!
- Excellent
- Watch your “p”s and “f”s
- Add a conclusion
- Reread the assignment
- Think about the position of your body
- You aren’t using what you know about adjectives

What Does the Research Say?



- Clear, concise feedback matched to standards will promote student achievement

(O'Connor, 2002)

What Does the Research say?



Feedback generally produces positive results if teachers manage the form the feedback takes

(Marzano, Pickering, & Pollack, 2001)

What Does the Research Say?



Specific, descriptive feedback that focuses on success and points the way to improvement has a positive effect

(Davies, 2002)

What Does the Research Say?



Students must be given the opportunity to apply the feedback by trying again

(Black & Willan, 1998)

Question



■ **If descriptive feedback helps students make adjustments to learning in order to improve, what are the implications for instruction and assessment?**

Key Implication



Students must be given the opportunity to apply the feedback by *trying again*

(Black & William, 1998)



Where To Begin?



- What do we want students to know and be able to do?
- How will we know if students have learned ?
- What will we do when students haven't learned it?
- What will we do when students already know it?

(Richard DuFour)

What Does It Look Like?



Maryland State Standards Grade 5

2.5.2 Comprehension, Interpretation and Analysis of Text

- Determine the theme whether it is implied or stated directly

Scoring Guide



- 0 Completely off topic, completely incorrect
- 1 Minimal understanding
- 2 General Understanding
- 3 Complete; Fully addresses the question

Maryland State Department of Education

Your Turn!



Work with your group:

- Read the task
- Discuss what the standard would look like
- Provide descriptive feedback on student work



Reflection



- What did you learn?
- How will it change your current practice?
- How will you continue the conversation?

References



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