

## Module 3: How to get there: Providing feedback that moves student learning forward

*Micro-Course 2:  
Learning Acceleration Using Formative Assessment Processes in the Classroom (Advanced Version)*

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National Center for the Improvement of Educational Assessment

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### Warm-Up

When you think of providing feedback to students what comes to mind with respect to:

*How much and what type of feedback to give?*

*When to give feedback?*

*What information do you give?*

*How do you provide the feedback?*

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### Embedded Formative Assessment Strategies

	Where the learner is going	Where the learner is now	How to get there
Teacher	Clarifying, sharing, and understanding learning intentions and success criteria	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learning forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

William, D. (2018). Embedded formative assessment, 2nd ed. Bloomington, IN: Solution Tree Press.

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**Purposes of Student Work Analysis**

Quality of student thinking and learning

Student misconceptions and opportunity to learn

Different levels of student performance

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**Determining the Focus of Formative Feedback**

Move from assessment as scores to **assessment as evidence**

Improve instructional decisions for **individuals and groups of students**

Shift from scoring student work to **diagnosing student performance**

Gather **evidence about what students actually learned** versus what the teacher taught

Understand how students **construct meaning of key concepts and skills**

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**Student Work Analysis Process**

Download: [Student Work Analysis Protocol](#)

Quick Sort

Discuss & Create Rationale

Diagnose Student Strengths & Weaknesses

Identify Next Instructional Steps

**Quick sort** student work without scoring into high, average, and low proficiency groups.

**Discuss** with colleagues and write rationale for placing student work in each pile.

**Diagnose** student strengths and needs.

**Identify** next instructional steps for whole class and/or each level.

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**Example: Student Work Analysis**



HIGH	AVERAGE	LOW
MV SS AP CR	LI NS AH CD JG CT CG	LW DM
31% OF CLASS	54% OF CLASS	15% OF CLASS

Compare the students at each level to where they began the year or unit. Discuss the students' progress: Why do you think students are making progress? Why do you think they are not making progress?

*All students have shown progress, though some are still on the same level (they have scored higher on the rubric). What I find most concerning is that LW and DM are in the low group. Typically, these students scored high. I am concerned that this topic was rather challenging for them and this tells me remediation is necessary.*

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**Example: Diagnosing Student Strengths**



HIGH	AVERAGE	LOW
<ul style="list-style-type: none"> <li>Understands the difference between mass and weight</li> <li>Takes the concept and applies to other situations</li> <li>Properly records and analyzes data</li> <li>Use data to draw mostly appropriate conclusions</li> <li>Applies conclusion to other situations that were not tested in the lab</li> </ul>	<ul style="list-style-type: none"> <li>Followed lab procedures and properly conducted the lab</li> <li>Minimal confusion with scientific terms such as weight/mass and acceleration</li> <li>Analyzed the data and applied it to the lab scenario but had minor difficulty/confusion when transferring that knowledge to other scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Followed procedures and properly conducted the lab</li> <li>Filled in a data chart that had been created for them</li> <li>Drew basic conclusions about the lab, even if proper vocabulary/terminology was not used</li> </ul>

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**Example: Diagnosing Student Needs**



HIGH	AVERAGE	LOW
<ul style="list-style-type: none"> <li>Practice with designing experiments on their own, instead of following the procedures of one designed for them</li> <li>Practice with the formulas used especially with more technical word problems</li> </ul>	<ul style="list-style-type: none"> <li>Practice reading charts/graphs in order to analyze data</li> <li>Review of vocabulary associated with the concept</li> <li>Practice with the application of skills and concepts, while transferring the knowledge to other scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Create own data charts ensuring ability to determine which data they are collecting and what the best method of recording</li> <li>Vocabulary terms associated with this concept</li> <li>Reading charts/tables and analyzing data</li> </ul>

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**Fundamental Principles of Effective and Usable Formative Feedback**

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- The feedback relates to the learning target and success criteria.
- The feedback is focused, specific, actionable, and limited.
- The responsibility of engaging with the feedback is on the student.

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**What Experts Say About Feedback**

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*"One of the most important roles in assessment is the provision of timely and informative feedback to students during instruction and learning..." (National Research Council, 2001, p. 87)*

*"Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils." (Black & Wiliam, 1998b, p. 143)*

*"Feedback should be clear, purposeful and meaningful, compatible with students' prior knowledge, and provide logical connections. It should prompt active information processing on the part of learners and relate to clear and specific goals." (Hattie & Timperley, 2007)*

*"Effective feedback empowers active learners with strategically useful information, thus supporting self-regulation". (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991, p. 263)*

[Heritage, M. \(2010\). Formative Assessment: Making it Happen in the Classroom \(p.91\)](#)

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**Providing Formative Formative Feedback**

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	<b>Timing</b> - when and how often
	<b>Content of the feedback</b> - focus, function, specificity, clarity, and comparisons
	<b>Mode</b> - how the feedback is presented

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### Timing of Formative Feedback

- In the midst of learning
- Knows the meaning of the feedback and what to do with it



**Rule of Thumb**

***Not too much... not too little...  
balance the negative with the positive!***

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### Content of Formative Feedback

**Content**

Content is the...  
Content can be a  
quantity the info  
information pro  
...ning off

Focus	<ul style="list-style-type: none"> <li>• Process</li> <li>• Attributes</li> </ul>
Function	<ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Non-evaluative</li> </ul>
Specific	<ul style="list-style-type: none"> <li>• Personalized</li> <li>• Promote Student Agency</li> </ul>
Clarity	<ul style="list-style-type: none"> <li>• Meaning of the feedback</li> <li>• Use the feedback</li> </ul>
Comparisons	<ul style="list-style-type: none"> <li>• Qualities of "good work"</li> <li>• Progress in relation to past performance</li> </ul>

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### Mode of Formative Feedback



- Verbal
  - *Student Conferrals*
  - *Question/Answers*
- Written
  - *Glow and Grows*
  - *Comments on student work*
- Demonstration
  - *Practice problems*
  - *Modeling*

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## The Conferring Process

[Eliciting & Probing Moves from Munson, 2018](#)

**Interpret:**

- *What do students understand or misunderstand?*
- *What are students trying?*
- *What are they struggling with and why?*
- *Where are they in their process?*

**Elicit student thinking to make it visible and probe reasoning:** beyond *what* students did to *why* they did it and *why* it makes sense.

**Nudge student thinking or work forward**

**Eliciting & Probing Moves: Getting Started, Following Up, Engaging**

*Adapted from Munson, J. (2018). In the Moment. Portsmouth, NH: Heinemann.*

**Eliciting Getting Started**

- What are you thinking now?
- Tell me about your thinking.
- What are you still thinking?
- How did you get started?
- What are you trying?
- What have you done so far?

**Eliciting Following Up**

- Say more about that.
- What did you do next?
- What did you do next? And then what did you do?
- Can you show me what you did?
- How did you get that?
- What's happening in the task, in general?
- What do you understand about this task?

*Taken from Munson, J. (2018). In the Moment. Portsmouth, NH: Heinemann.*

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## Student Conferalls

A “conference is *a conversation* that teaches students to be better” in whatever subject area

[Anderson, C. \(2018\) Writing Conferences-Grades K-8, p. 4, 6.](#)

- Developing relationships with students
- Differentiating instruction
- Promoting equity and inclusion
- Supporting norms for discourse and disciplinary practices
- Developing deep conceptual understandings
- Supporting metacognition

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## Formative Feedback Misconceptions

- Returning graded student work is formative feedback
- Detailed correction of every flaw and error is effective feedback



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## Going Deeper: Micro-Course 2

**Module 1**  
 > Overview: Formative assessment processes and learning acceleration (Advanced)

**Module 2**  
 > Where the learner is going: Clarifying, sharing, and understanding learning intentions and success criteria

**Module 3**  
 > How to get there: Providing feedback that moves student learning forward

**Module 4**  
 > **Closing the gap, Part 2:** Involving students and their peers in the formative assessment process

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

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## Reflection Questions

1. Explain the fundamental principles of effective and usable formative feedback.
2. Based on what we discussed in this module and what you already knew, what are some strategies that you can employ to provide effective formative feedback to students?
3. Consider the feedback that you provide to students in your class and explain one way you can change to ensure that students have an opportunity to use the feedback.
4. Apply the *Student Work Analysis Protocol* using student work from your class. With your colleagues diagnose student strengths and needs, and discuss instructional next steps. What did you learn from this process that allows you to provide actionable feedback to your students?
5. What is one key takeaway and one lingering question you have after listening to this module?

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