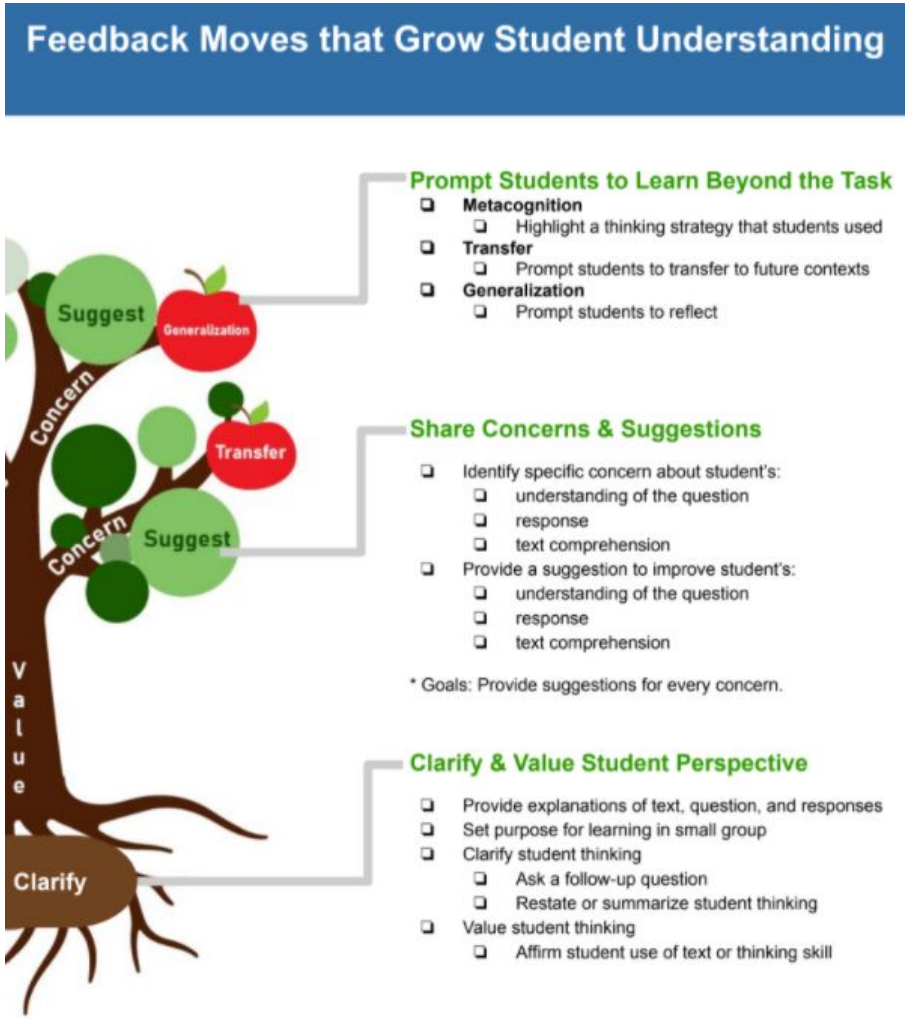


Professional Development Modules

Explore

Adjust

Reflect

Share

Equitable Feedback - Quality & Quantity

Quality feedback provides information and possible actions.

Quality feedback serves three purposes

1. **Value Student Perspective**
   - ❑ Value the effort that students brought to task
2. **Deepen Content Knowledge**
   - ❑ Ensure responses are accurate and students feel challenged
3. **Push Thinking**
   - ❑ Prompt students to reflect on learning, use metacognition, and transfer skills

Equitable Feedback - Quantity

What quantity of feedback ensures equity?

Frequencies and Duration

- ❏ The amount of time teachers spend interacting with individual students should be proportional to the amount of growth a student needs to move beyond mastering the learning goal.

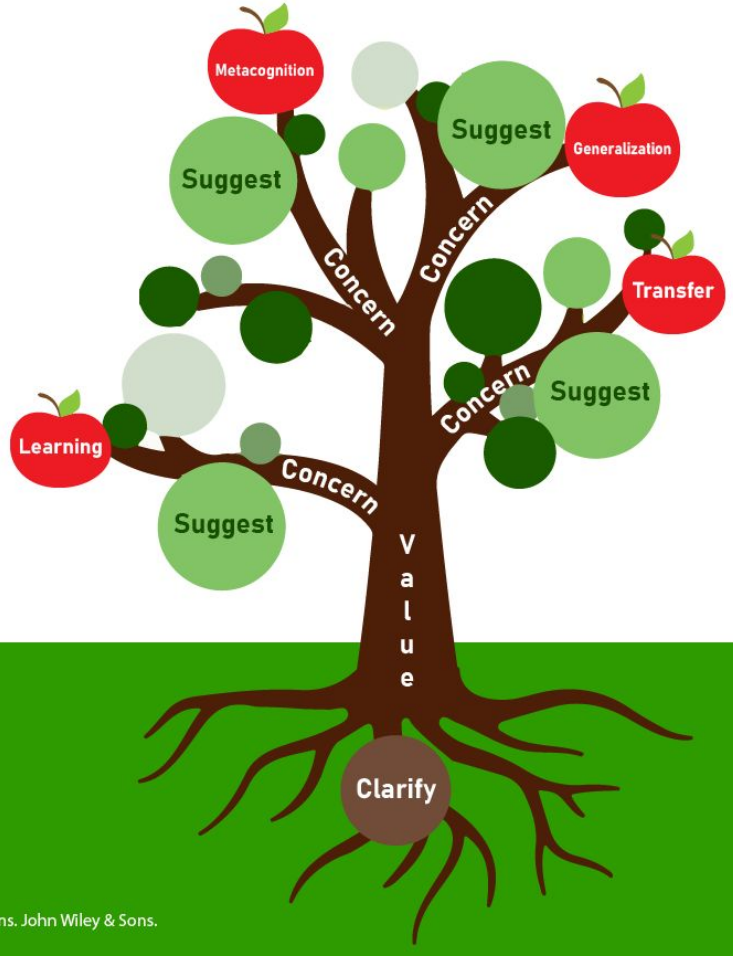
Purposes

- ❏ All students should receive high information feedback serving **all three** purposes.

Feedback GROWS Student Understanding

100-level
Low information

- Low impact on student learning
- Low transfer to other tasks
- Low information about their thinking



Adapted from Perkins, D. (2003). King Arthur's round table: How collaborative conversations create smart organizations. John Wiley & Sons.

Feedback GROWS Student Understanding

100-level
Low information

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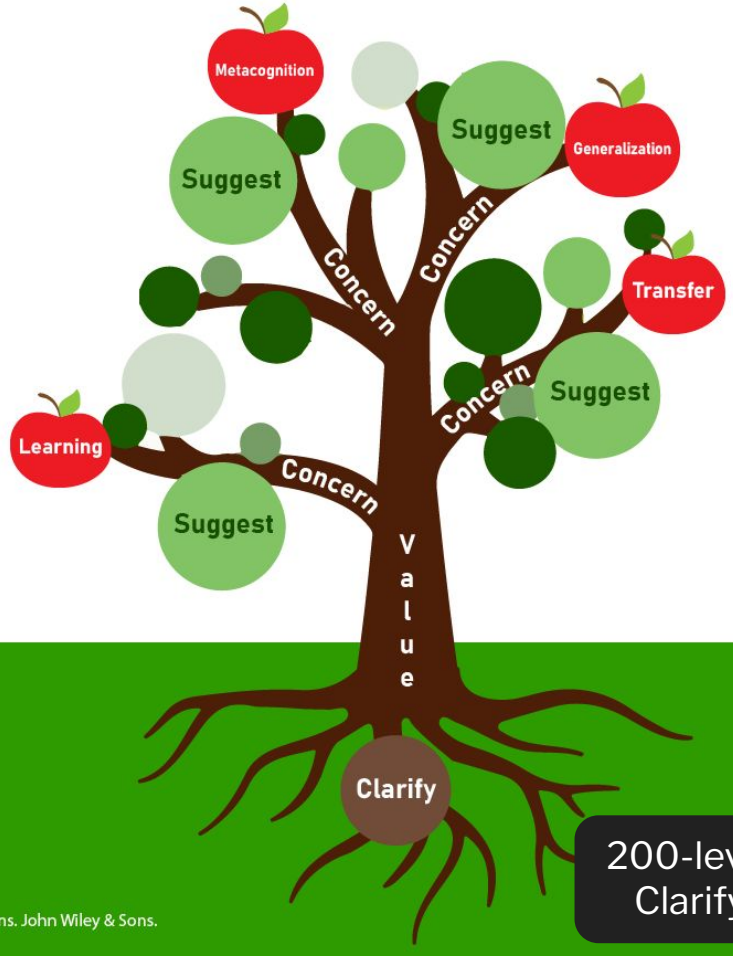


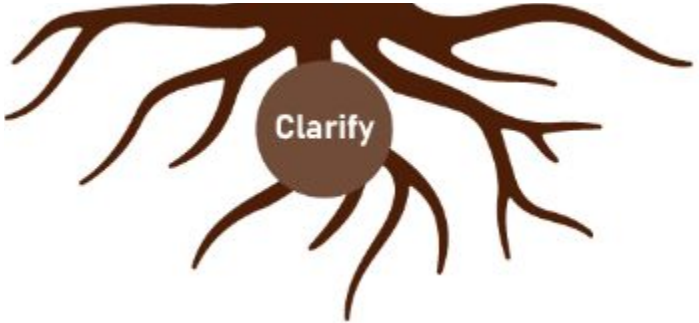
200-level
Clarify

Adapted from Perkins, D. (2003). King Arthur's round table: How collaborative conversations create smart organizations. John Wiley & Sons.

Clarifying Student Perspective

What made you say ___?

What's the most important word in this question?



What should I notice in your work?

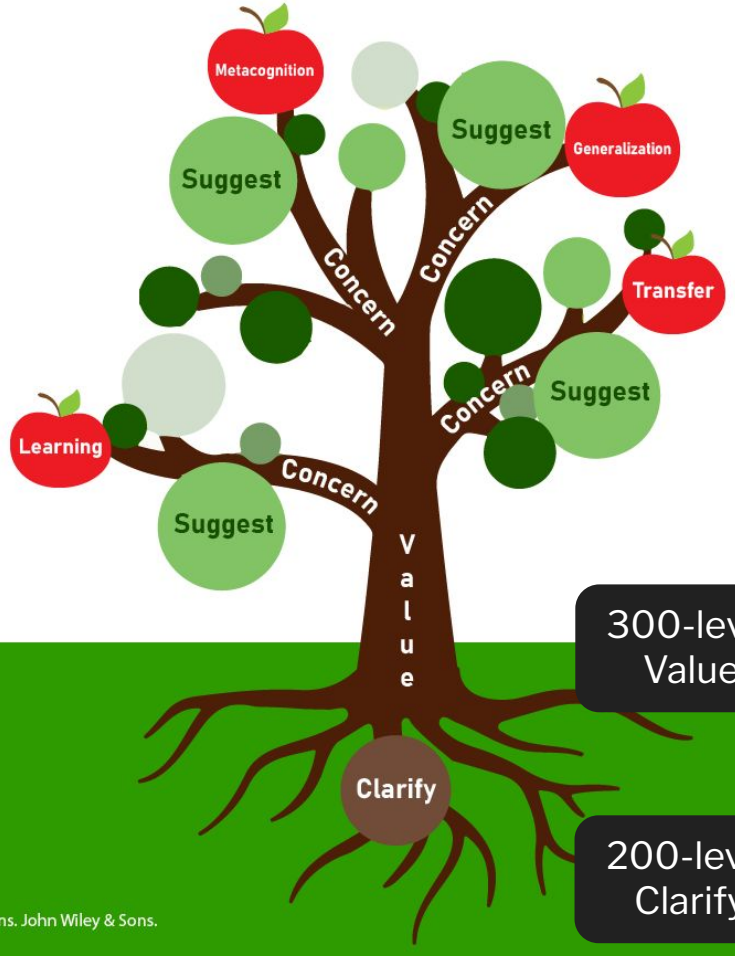
What are you working on in this response?

Show me in your work where you included _____.

Feedback GROWS Student Understanding

100-level
Low information

- Low impact on student learning
- Low transfer to other tasks
- Low information about their thinking



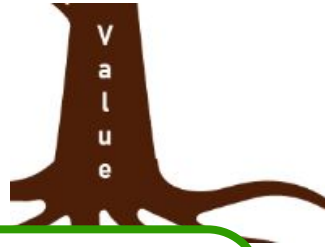
300-level
Value

200-level
Clarify

Adapted from Perkins, D. (2003). King Arthur's round table: How collaborative conversations create smart organizations. John Wiley & Sons.

Sharing Value Statements

You provided information, I heard a specific name for the machine in your response.



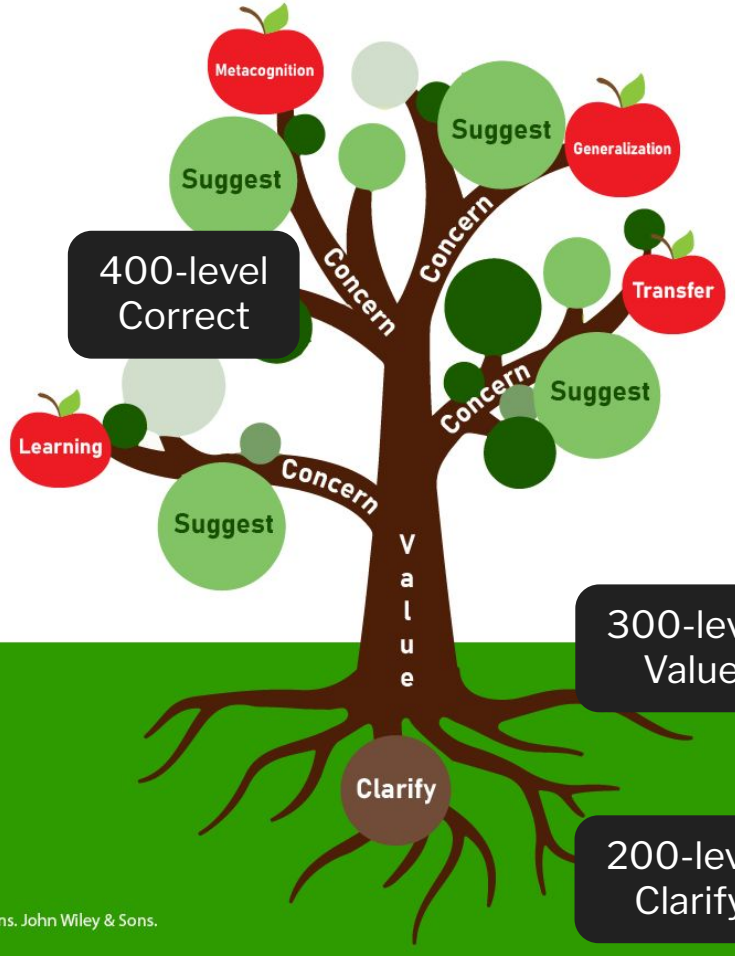
I see how you explained your idea using knowledge from your own experiences.

Jasmine used information from the text in her answer.

Feedback GROWS Student Understanding

100-level
Low information

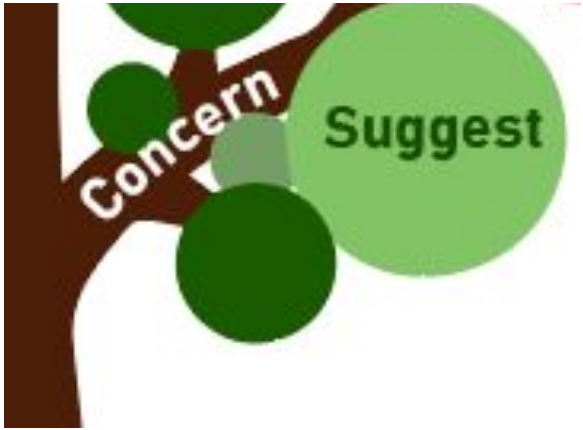
- Low impact on student learning
- Low transfer to other tasks
- Low information about their thinking



Adapted from Perkins, D. (2003). King Arthur's round table: How collaborative conversations create smart organizations. John Wiley & Sons.

Offering Concerns & Suggestions

Concerns are always paired with suggestions



I am concerned that _____

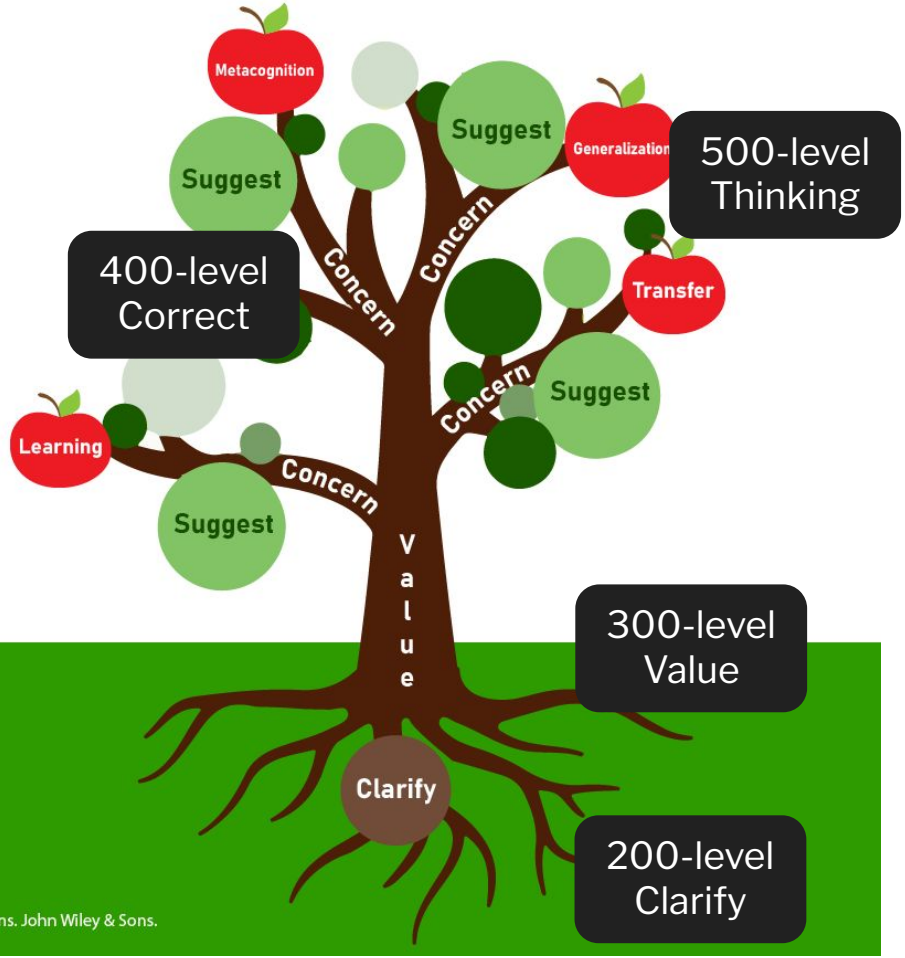
So I suggest _____ or _____.

Suggestions are never hidden in questions

Feedback GROWS Student Understanding

100-level
Low information

- Low impact on student learning
- Low transfer to other tasks
- Low information about their thinking



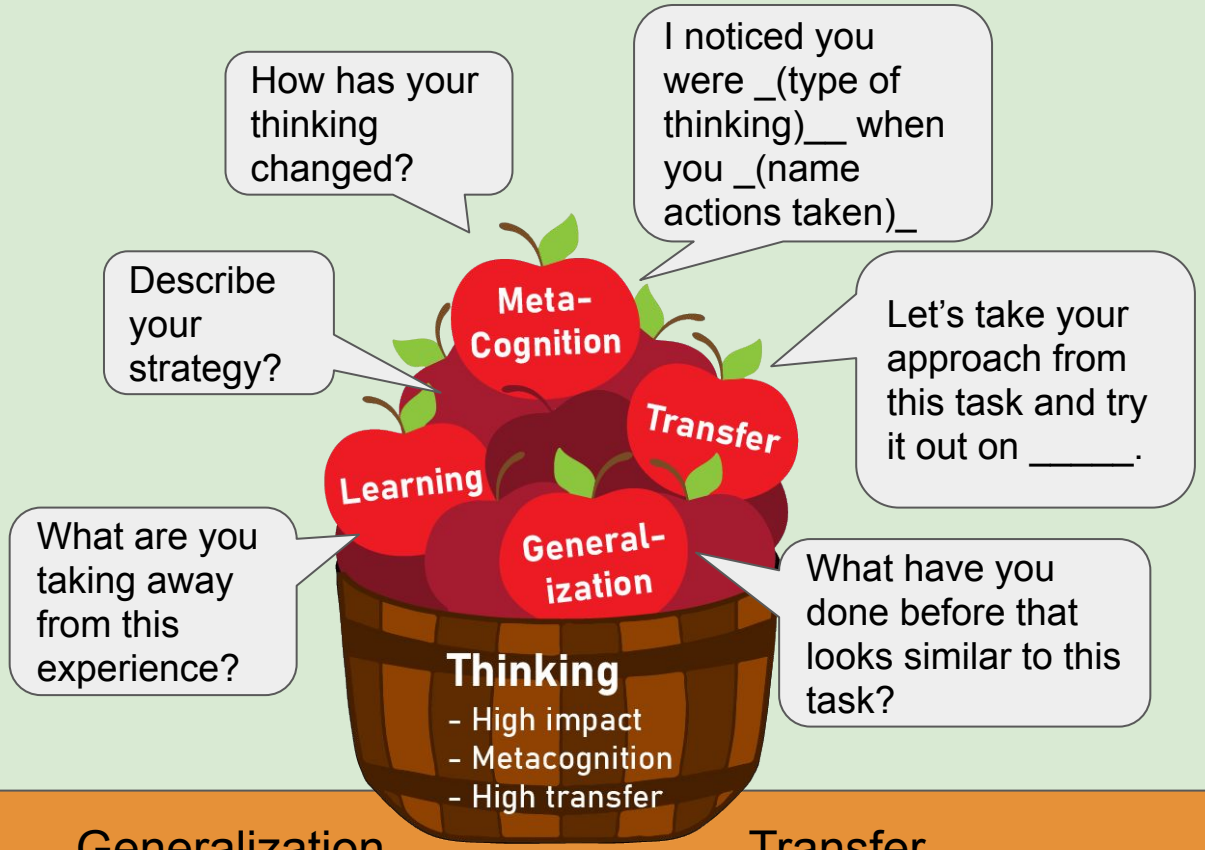
500-level Thinking

400-level Correct

300-level Value

200-level Clarify

Adapted from Perkins, D. (2003). King Arthur's round table: How collaborative conversations create smart organizations. John Wiley & Sons.



Feedback focused on thinking leads to learning beyond the task.

Generalization

Using past learning to engage in current situation

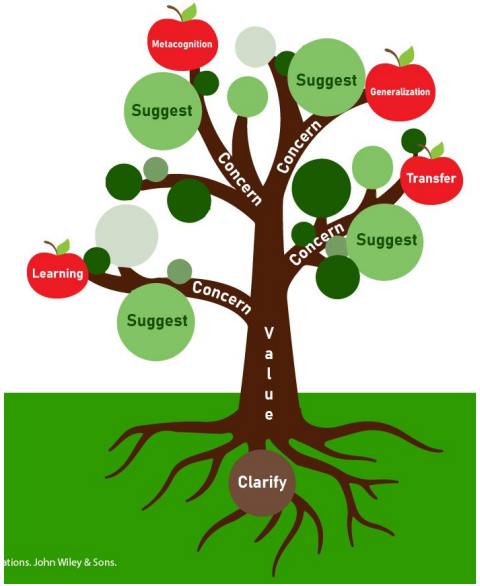
Transfer

Apply learning to over time to different contexts, with different materials and/or purposes.

Metacognition

Awareness of one's own thought processes to plan, monitor, adjust, and reflect on learning actions, outcomes, and experiences.

Feedback across time



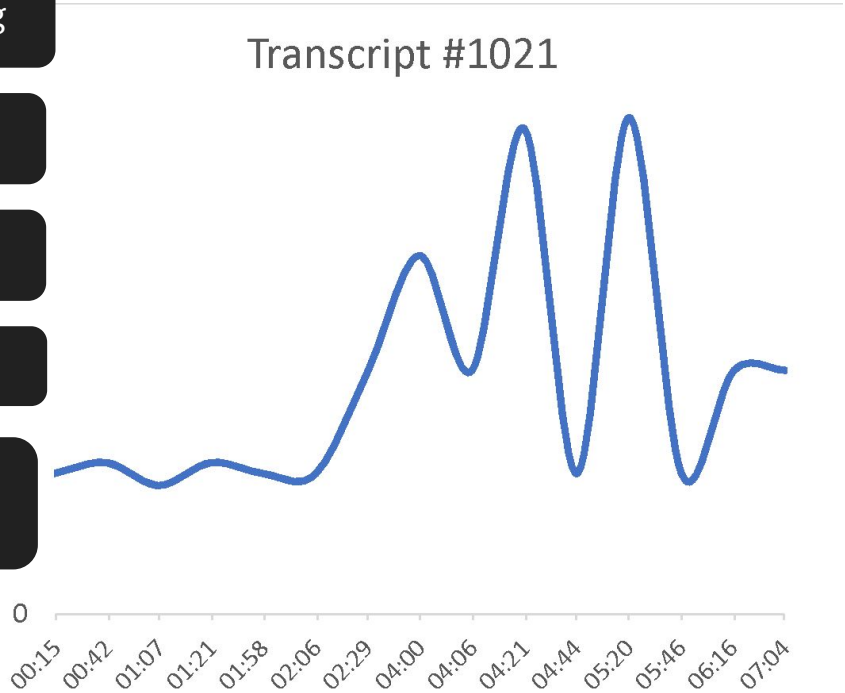
500 Thinking

400-Correct

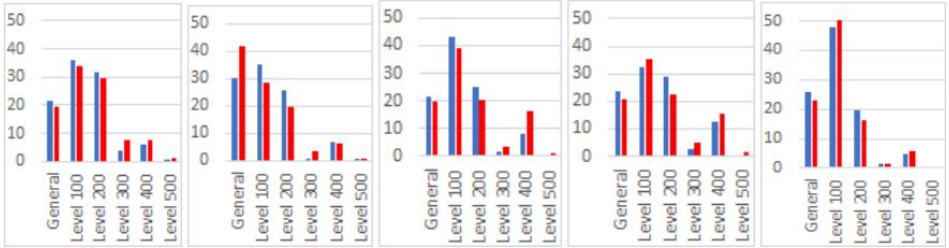
300-Value

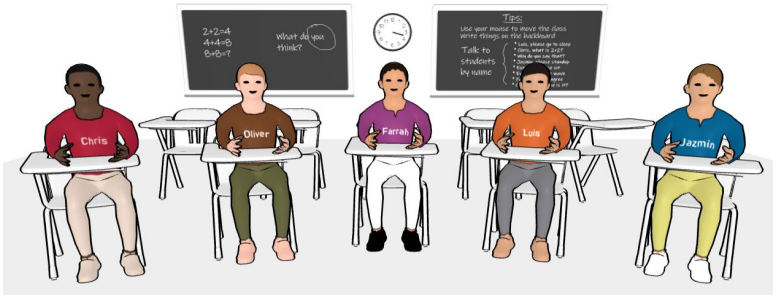
200-Clarify

100- low information



Provide Equitable Feedback





Time

Equitable feedback for ALL students

Recognizes Student Perspective

- ❏ The effort that students brought to task is recognized and valued

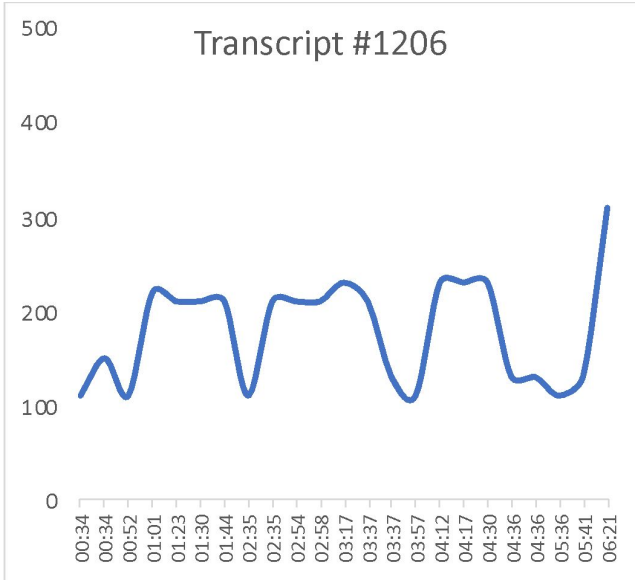
Deepens Content Knowledge

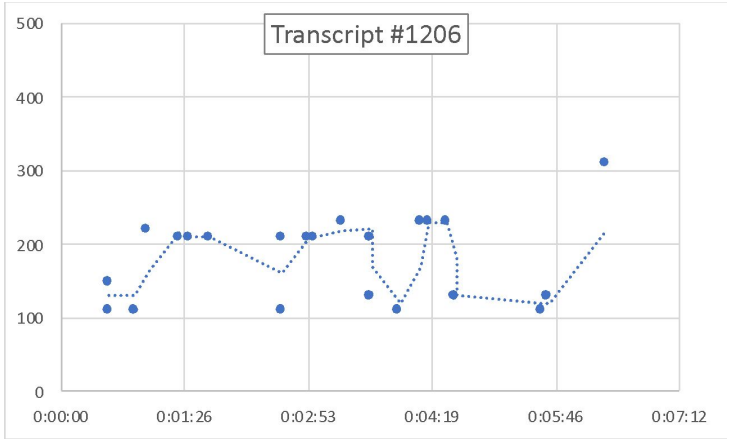
- ❏ Responses are accurate and students are challenged

Pushes Thinking

- ❏ Students are prompted to reflect on their learning, metacognition or strategies, and transfer

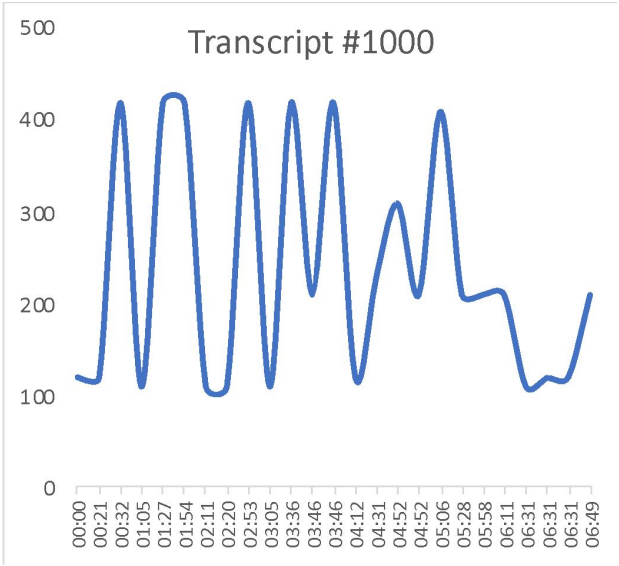
Spending time clarifying and valuing student perspectives

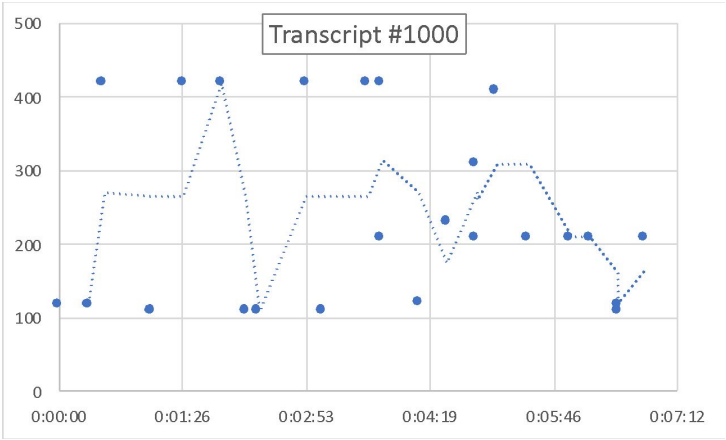




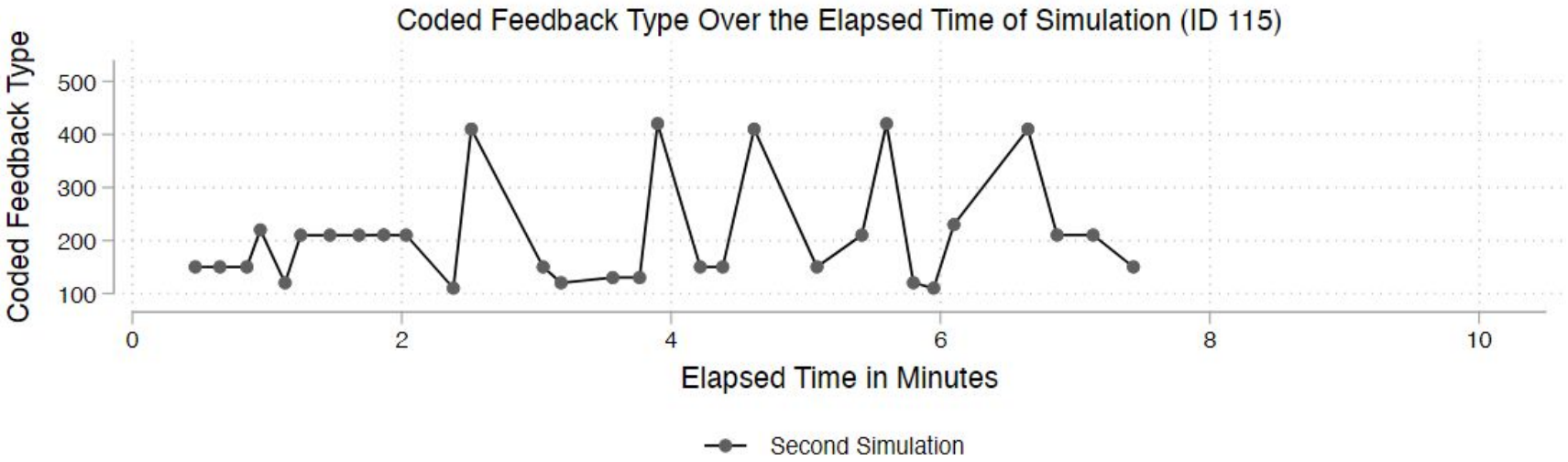
Total 100	Total 200	Total 300	Total 400	Total 500	Total X	Mean	Std
10	12	1	0	0	23	161	-0.5

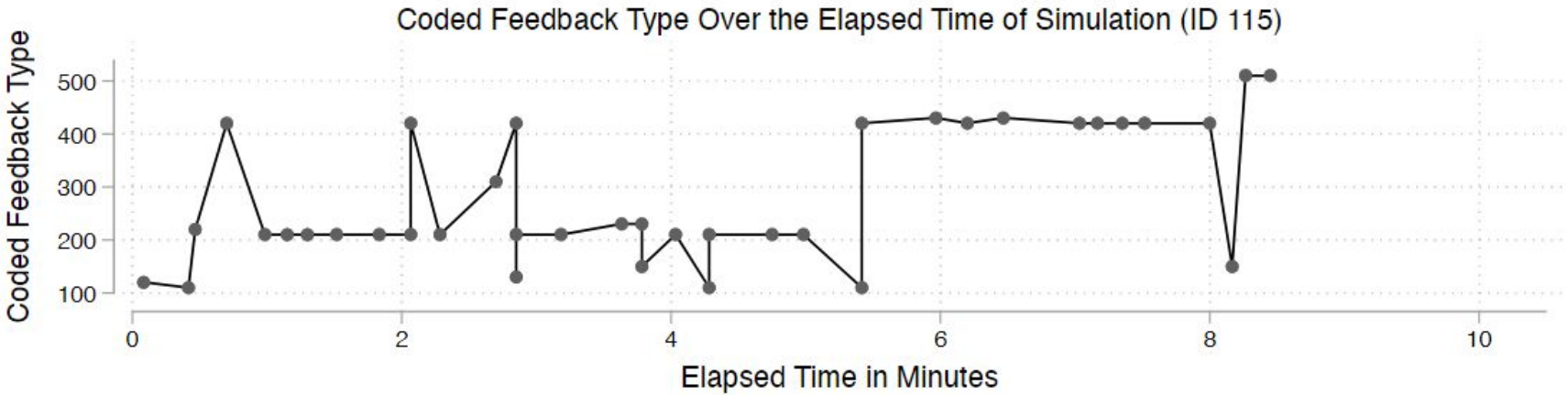
Each student receiving task specific feedback (flowers) and then corrections (branches)

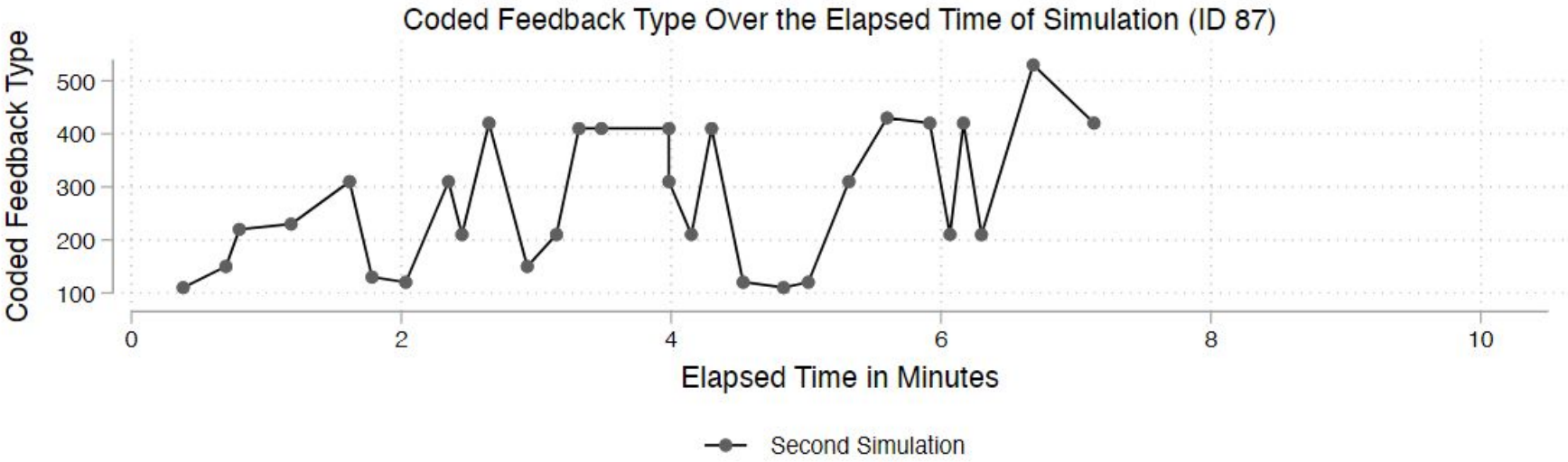


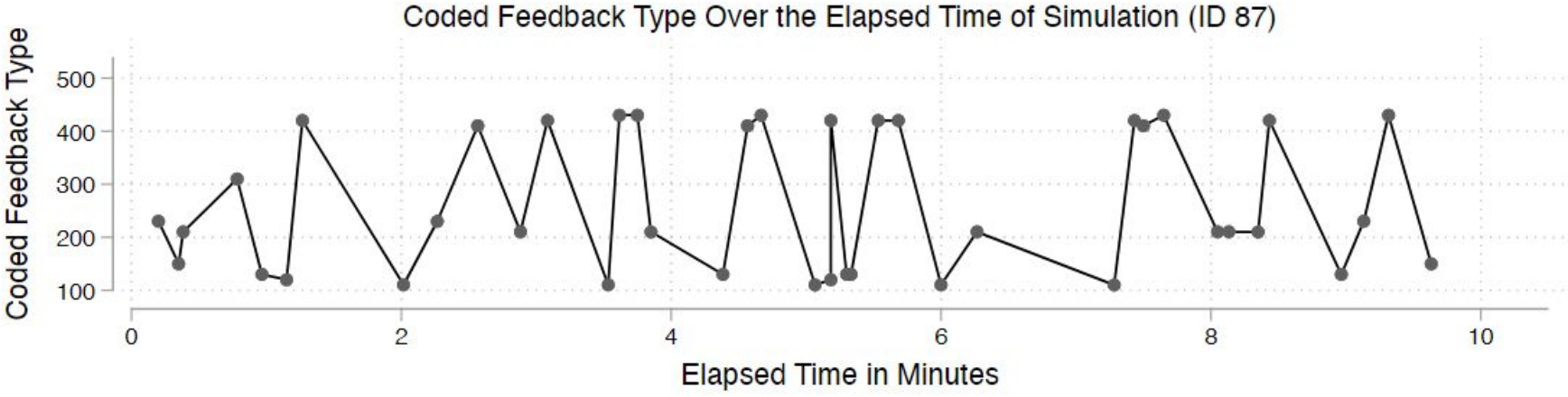


Total 100	Total 200	Total 300	Total 400	Total 500	Total X	Mean	Std
10	7	1	7	0	25	220	1.1

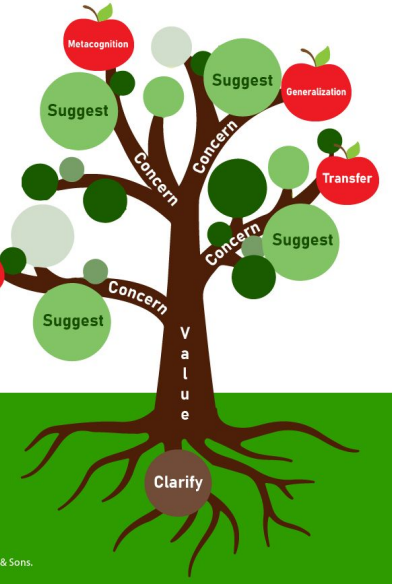

Coded Feedback Type Over the Elapsed Time of Simulation (ID 115)
Coded Feedback Type
500
400
300
200
100
0
2
4
6
8
10
Elapsed Time in Minutes
Second Simulation


Coded Feedback Type Over the Elapsed Time of Simulation (ID 115)
Coded Feedback Type
500
400
300
200
100
0
2
4
6
8
10
Elapsed Time in Minutes


Coded Feedback Type Over the Elapsed Time of Simulation (ID 87)
Coded Feedback Type
100
200
300
400
500
0
2
4
6
8
10
Elapsed Time in Minutes
Second Simulation


Coded Feedback Type Over the Elapsed Time of Simulation (ID 87)
Coded Feedback Type
100
200
300
400
500
0
2
4
6
8
10
Elapsed Time in Minutes

Draw your feedback trajectory



500 Thinking

400-Correct

300-Value

200-Clarify

100- low information

Time

Student Initial & Revised Responses

"What equipment did scientists use to discover water on the moon?"

Initial
You'd need a scientific tool called a microscope to look really closely.

Revised
Scientists used the Lunar Orbiter to discover tiny bits of frozen water in craters on the moon.

Let's practice prompting Savannah to think about her thinking

1. I started out thinking _____
2. and now I think _____
3. because _____
4. So next time, I see a question asking about a text, I will _____

Student Initial & Revised Responses

"What equipment did scientists use to discover water on the moon?"

Initial
Scientists use a lot of equipment, like oxygen tanks.

Revised
Scientists found ice using small machine.

Let's practice prompting Savannah to think about her thinking

1. I started out thinking _____
2. and now I think _____
3. because _____
4. So next time, I see a question asking about a text, I will _____

Give a different color post it note/paper or if online - highlighted text to distinguish the type of feedback