Respond to student variances by listening for the specific qualities in student responses and then adjusting your feedback to address the quality that you hope to increase for an individual or a group of students.

Quality	Negative Presence	Not Present	Starting Out	Present	Strong
Value	- Lack of Belonging		● Acknowledged	●● Valued	●●● Belonging
Language	- Conversational language		● Vocabulary	●● Vocabulary + detail(s)	●●● V+ Complex Sentence
Knowledge	- Tangential or Off Topic Information		● Prior Knowledge	●● Evidence from Text	●●● Evidence + Explain
Thinking	- Careless		● Incomplete	●● Careful	●●● Elaborative

How can teachers adjust feedback to respond to student strengths and needs?

Initial
I got the same as Savannah.

- Value
- Language
- Knowledge
- Thinking

1. Ask clarifying questions

Well, I mean, I, I circled the same thing as Savannah

2. Value the student perspective

I still don't understand why my answer is wrong.

3. Offer concerns & suggestions

Okay, well, I mean I guess it sounds like the right answer is, you know, lunar orbiter um, and that's in the text, but I kind of think there's evidence that um the microscope's the right answer too.

4. Push student thinking

OK, I guess I mean what I like I read the whole thing and I looked for all the key words and I found that sentence with the key words in it.

Revised
NASA sent a small machine called the Lunar Orbiter to find water on the moon.

- Value
- Language
- Knowledge
- Thinking

Student Initial & Revised Responses

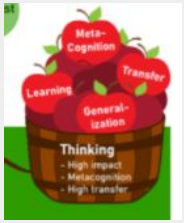
"What equipment did scientists use to discover water on the moon?"

1. Ask clarifying questions

2. Value the student perspective

3. Offer concerns & suggestions

4. Push student thinking



Initial
I got the same as Farrah.

- Value
- Language
- Knowledge
- Thinking

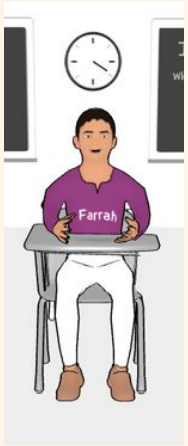
What feedback would likely move Chris from his initial response to his revised answer?

Revised
NASA sent a small machine called the Lunar Orbiter to find water on the moon.

- Value
- Language
- Knowledge
- Thinking

Initial
I got the same as Savannah.

Affirmed
Language
Knowledge
Thinking



Revised
NASA sent a small machine called the Lunar Orbiter to find water on the moon.

Affirmed
Language
Knowledge
Thinking

Which path of teacher feedback is most likely to result in Jasmine's improved response?

A

Short description of quantity, quality, and timing

B

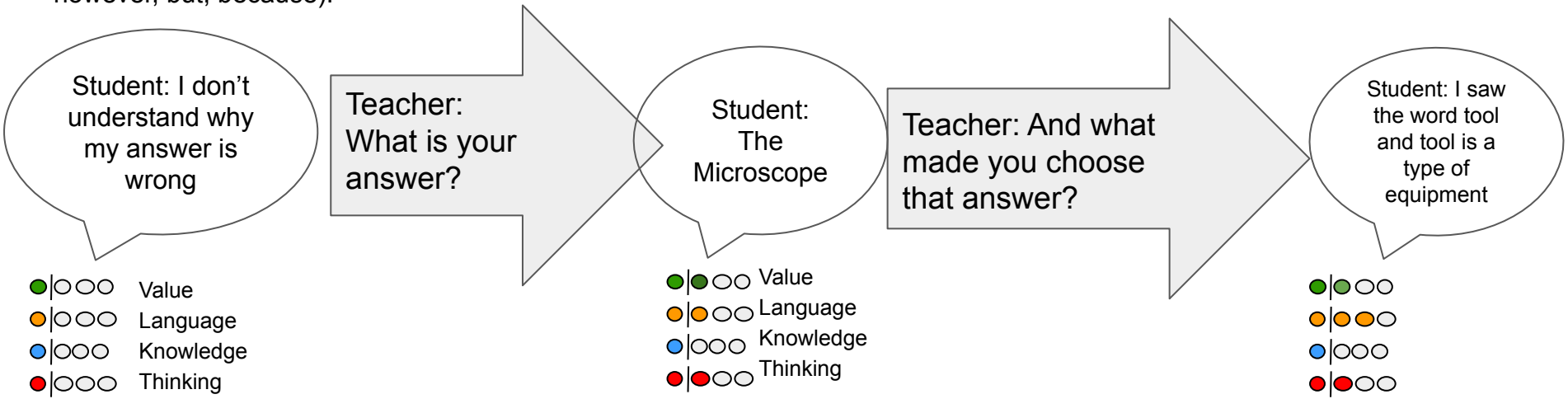
Short description of quantity, quality, and timing

Language (Subject Specific)

DEFINITION: Language that is subject specific includes words that are not often used in casual conversations and may have different meanings across subject areas. These words are essential for comprehending texts that build domain or subject area knowledge. Academic language as a category also includes students' syntax and sentence structure, as well as their ability to summarize and elaborate. I.e. words from the question or text

RELEVANCE TO TASK: Students must understand the academic language in both the question and the article that they read: equipment, lunar orbiter, microscopic, polar crater, etc. Students must use academic language in their response to the question, responding with clear syntax.

Complex sentences include transition words (sequence, cause & effect, condition) and connector words (and, however, but, because).

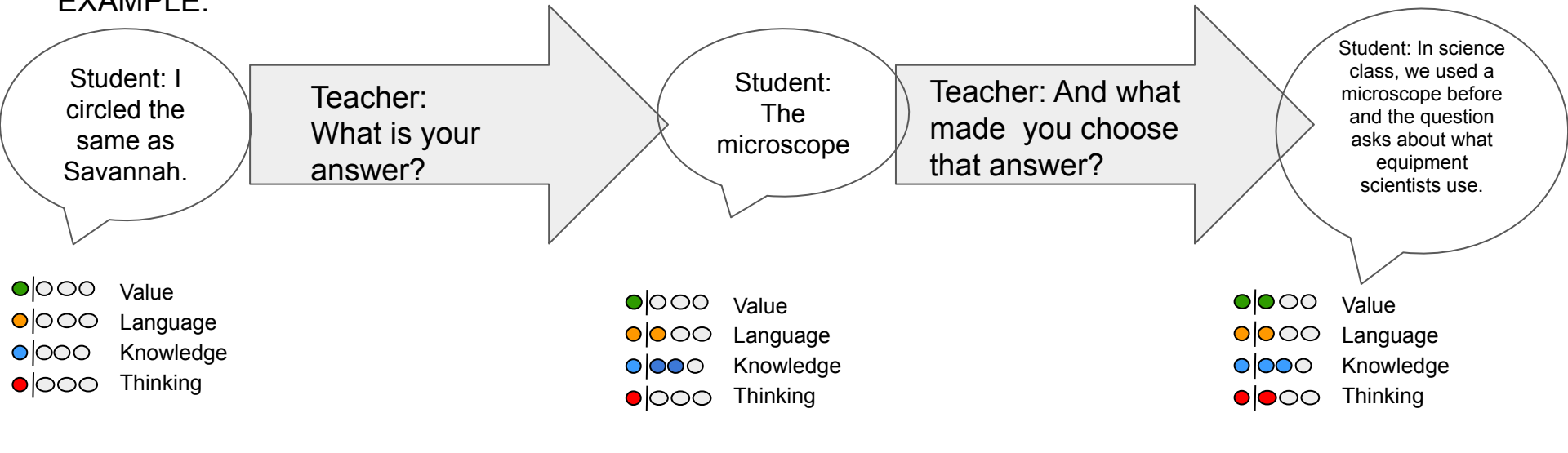


Prior Background Knowledge

DEFINITION: Prior knowledge predicts student understanding of new texts. Interest promotes students' seeking knowledge on their own and often precedes the amount of prior knowledge a student might have. Interest also increases motivation to engage with and stick with a task.

RELEVANCE TO TASK: Prior knowledge of space can both support student understanding of the text and pull students' attention away from the specifics of the text and question at hand. Interest will play into how they engage with the text and the discussion.

EXAMPLE:

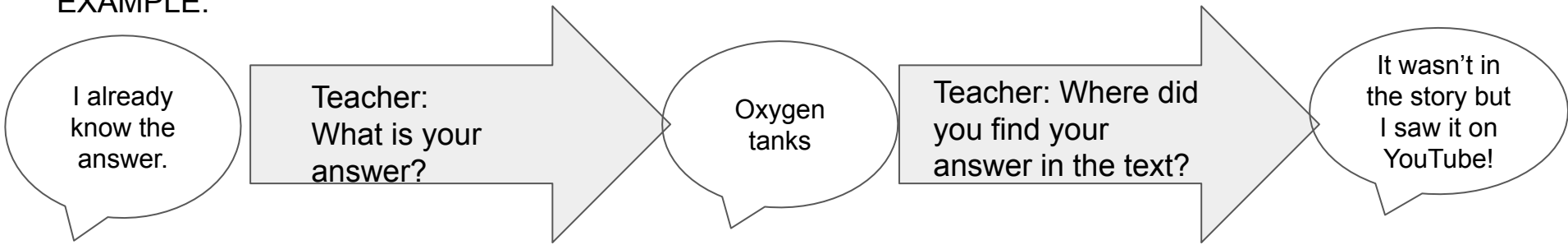


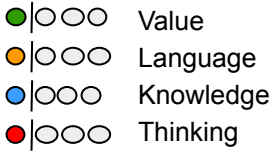
Use Of Evidence

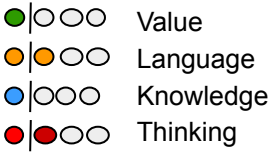
DEFINITION: Evidence in a student response is the justification for an answer. Strong evidence in a reading comprehension text is grounded in information provided in the text and related to the task or prompt.

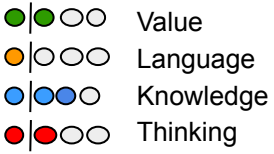
RELEVANCE TO TASK: The question specifically asks students to circle evidence in the text to justify their choice of equipment. Students must understand the meaning of evidence and be able to select specific, accurate evidence in the text that addresses the question.

EXAMPLE:







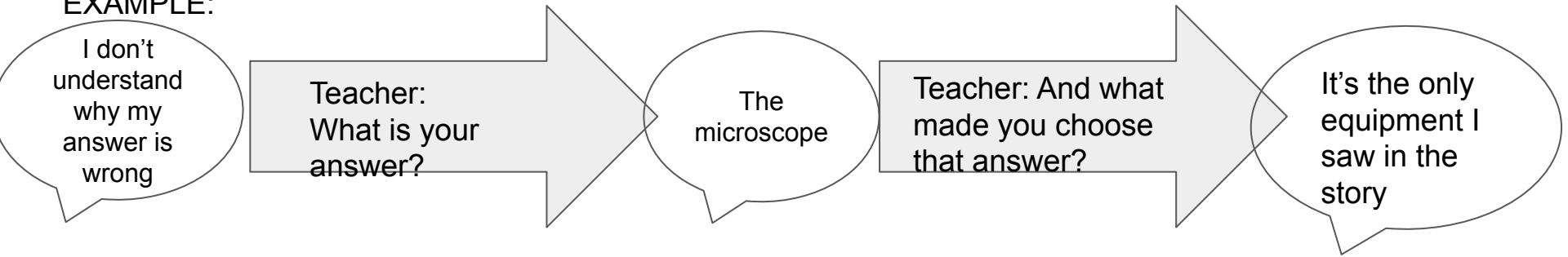


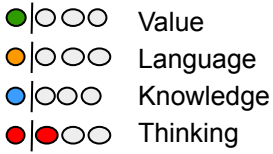
Careful Thinking

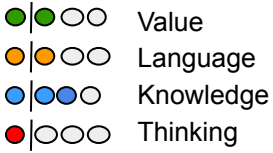
DEFINITION: Careful thinking includes being alert for errors, checking one's thinking, adding an explanation or elaborating on evidence from the text.
Careless thinking is inference without evidence, or quickly perusing the question and not paying attention to what it is truly asking.

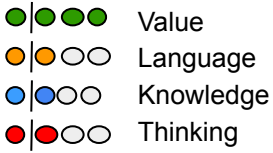
RELEVANCE TO TASK: Students thinking carefully about this task will have read the Water On The Moon text deeply instead of in a cursory way, read the question and text carefully for keywords such as 'equipment' and 'discover,' checked over their answer, and/or made sure their answer expanded beyond one or two words drawn directly from the text (ie: adding more than just the word "microscope" or "small machine").

EXAMPLE:







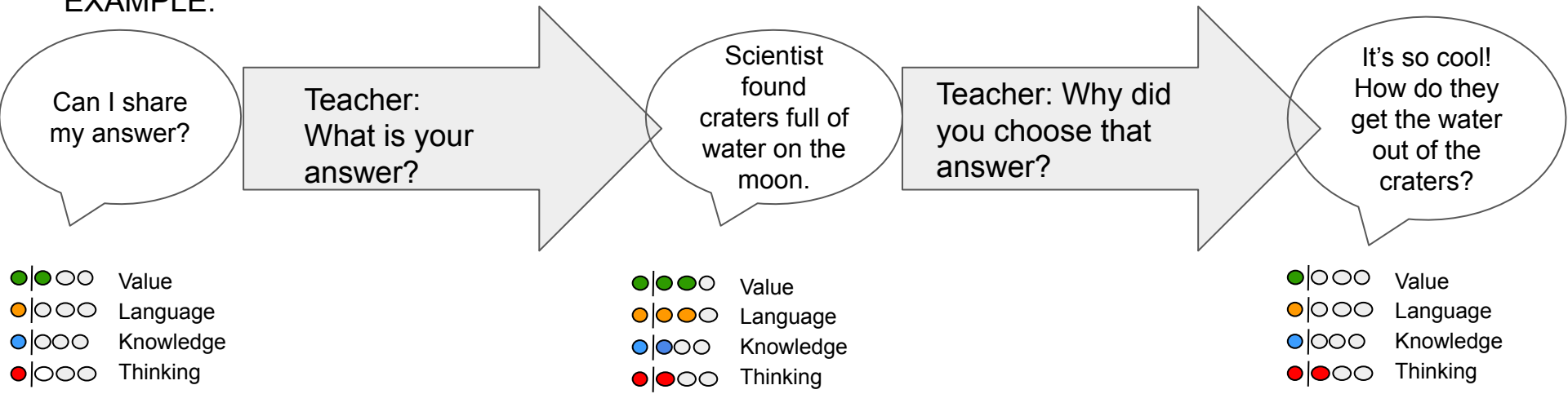


Curious -Elaborative- Thinking

DEFINITION: Curious thinking describes a student's penchant for seeking information and asking questions that uncover more about the text and task at hand. Students may display curiosity about the text itself, such as asking questions that extend the information presented. Students may also display curiosity about their response: recognizing that their understanding is incorrect or incomplete, then crafting a targeted question to help them correct or complete their answer. Students must also have the confidence and motivation to display curiosity.

RELEVANCE TO TASK: Curiosity may manifest as a desire to learn more about water on the moon, extending and elaborating on the information in the brief text they are given. Students may ask questions about their initial answers or about the feedback given to them. Students might not ask questions if they are not curious about the text beyond the information presented, if they do not fully understand the feedback they have been given, or they may accept the teacher's answer without probing more deeply.

EXAMPLE:



Valued & Belonging

DEFINITION:

(1) Acknowledged - called on
(2) Valued - feel like your perspective, skills, ideas have been heard
(3) Belonging - expresses feeling a part of a learning community

RELEVANCE TO TASK:

EXAMPLE:

Student Standardizes Responses:
0 = Standard response w/o being called on
1 = Standard Response after being called on

Student responds to teacher's question:
1 = Student responds with short/unsure answer
2 = Student shares their thinking