The Power of Effective Feedback Loops in the Classroom – The Missing Link in Formative Assessment

Presented by

Linda Vanderford, Consultant

Clackamas ESD

lvanderford@clackesd.k12.or.us

lindavanderford@msn.com
503-789-4126

The single most powerful influence on enhancing achievement is feedback.

Hattie, 2009

3 Major Feedback Questions

1. Where am I going?

2. Where am I now?

3. What do I need to learn next?

What is required to answer each question?

Teachers Need to …

- Understand standards/purpose/targets
- Analyze student work
  - strengths, errors/misconceptions
- Set and communicate high expectations
- Write quality rubrics/scoring guides
- Collaboratively score student work
- Teach and use rubrics with students
- Use exemplars

When we interview students on what they understand by feedback and why it is important to them, one theme emerges almost universally: they want to know how to improve their work so that they can do better next time. Students tend to be future-focused, rather than dwelling on what they have done beforehand and left behind.

Hattie and Yates, *Visible Learning and the Science of How We Learn,* 2014 p. 64-65

Students Need …

- Understanding of the value of self-assessment
- Clear criteria/rubrics
- Specific task(s)
- Exemplars
- Direct instruction with self-assessment
- Practice
- Opportunity to revise task

Effect on Student Achievement

- Feedback .75

- Formative evaluations .90

- Student expectations 1.44

Hattie, 2011

Achievement Gains Associated with Number of Assessments over 15 Weeks

Number of Assessments	Effect Size	Percentile Gain
0	0	0
1	0.34	13.5
5	0.53	20.0
10	0.60	22.5
15	0.66	24.5
20	0.71	26.0
25	0.78	28.5
30	0.82	29.0

Bangert-Drowns, Kulik, & Kulik, 2007

At best, students receive 'moments' of feedback in a single day.

- John Hattie, *Visible Learning*, 2009, p.174

3 Sources of Feedback

1. Teacher
2. Peers
3. Self

What are the benefits and challenges of each?

Feedback should be ...

- Specific

- Accurate

- Timely

- Targeted

3 Types of Feedback

- Content/task (achievement) feedback
- Process feedback
- Effort (self-regulation) feedback

Most teachers give the feedback to students based on activity or task completion, not explicitly tied to curriculum standards and objectives.

- Jane Pollock

Scoring Guide

- Specific criteria

- Identifies levels of proficiency

- *Proficient* level described in specific terms

- Tool for students to monitor their own learning and identify next steps

Scoring Guide Attributes

- Provides quality specific *feedback* for students

- Reliability comes from consistency in wording and format

- Clearly linked to standards and assessment items/tasks

- Scoring guide and task requirements *match*

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

Sample Task:
Write a paragraph explaining the life cycle of the Monarch Butterfly. Be sure to include a topic sentence. Use sensory details and domain-specific language to help your reader understand. Make sure your information is accurate and your sentences are complete. Use the scoring guide to help you.

Sample Scoring Guide

Advanced/Exemplary
- ❏ All of "Proficient" plus:
    - ❏ Details are relevant
    - ❏ Identifies sub-stages

Proficient/Meets
- ❏ Paragraph includes a topic sentence
- ❏ Sentences are complete
- ❏ Details address the topic
- ❏ Identifies four main stages of the life cycle
- ❏ Sensory details provide clarity
- ❏ Includes accurate domain-specific language
- ❏ Link ideas using words, phrases and clauses

Progressing/Approaching
- ❏ Meets 4-6 of "Proficient" criteria

Beginning
- ❏ Meets fewer than 4 of "Proficient" criteria
- ❏ Task to be completed after re-teaching
- ❏ Comments:

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The life cycle of the Monarch Butterfly is called metamorphosis. This process includes four main stages: egg, caterpillar, chrysalis, and the butterfly. The first stage begins with the butterfly laying small eggs on the green milkweed plant. After a short time the egg hatches and out crawls a caterpillar with stripes of black, yellow, and white. Munching on the milkweed plant for many days, the caterpillar grows larger, then attaches itself to a branch and hangs upside down. The caterpillar splits its skin to reveal a pale green chrysalis. After many days the chrysalis has turned black. It breaks open and out falls the butterfly. The butterfly hangs onto the chrysalis case by its skinny legs while it pumps fluid into its wings which will soon become rigid. The Monarch Butterfly is easy to spot with its bright orange and back wings with tiny white spots.

How does this process complete the feedback loop?

Reflection

- **Where am I going?**

- **Where am I now?**

- **What next to close the gap?**