Providing Formative Feedback Strategy

(See Teacher Summary Card)

The **Providing Formative Feedback Strategy** is a way for teachers to model how formative feedback is used to move learning forward. In this strategy, teachers revisit the success criteria (SC) after the completion of a task or activity, to provide whole-group feedback or feedback on selected student responses.

Particular Advantages

- Helps students build an understanding of the meaning of the success criteria
- Helps develop students' ability to use formative feedback to move their own learning forward

How Does the Strategy Work?

1. Have the feedback poster (available at Resources.Corwin.com/CreightonMathFormative Assessment) displayed in a place visible to students.

2. After the completion of a task or activity, engage students in a conversation such as:

   A. *I noticed that all of you have met this part* (point or read part of the SC) *of Success Criteria #(x), but that this part* (point to or read part of the SC) *may still be confusing. Because of this, I want to provide a couple of examples before we continue.*

   B. *Let's look at this first example from _____* (or keep student name(s) anonymous). *Talk to a partner about how this example is meeting our SC.* (Point to poster line: You met the criteria when you did/said _____.) Ask for one or two volunteers to share.

      Talk to a partner about how this example is not meeting our SC. (Point to poster line: You didn't meet the criteria when you did/said _____.) Ask for one or two volunteers to share.

      Talk to a partner about a hint to give this student. (Point to poster line: Here's a hint to help you meet the criteria.) Ask for one or two volunteers to share.

   C. *Review your own work to see how this formative feedback might help you with your own revisions.*

3. Repeat the process for additional selected student responses as appropriate.

How Does the Strategy Support Formative Assessment?

Student ownership and involvement

- Giving feedback to others or hearing feedback provided by another student can help students self-assess their own work.

How Might You Modify the Strategy, and Why?

- Consider using a Formative Assessment Classroom Technique (FACT)[1] designed to support and build student ability to give and use formative feedback, such as Peer to Peer Focused Feedback (FACT #41, p. 151), Two Stars and a Wish (FACT #69, p. 207), or Feedback Sandwich (see Feedback Templates Resource).

What Are Some Considerations for Using the Strategy?

- While observing, monitoring, and supporting students during completion of a task, watch for common issues related to the success criteria, and choose student work examples to target these issues using formative feedback.
- Formative feedback provides clear and enactable next steps for students, but to do this at a whole-class level usually means giving students some kind of self-assessment exercise to do in which they have to determine which pieces of the feedback apply to them.

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[1]From *Mathematics Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and Learning* (2011) by Keeley and Tobey

Revisiting Strategy: Gathering Evidence

(See Teacher Summary Card)

The **Gathering Evidence Strategy** is a way for teachers to gauge the extent to which students are on track to meet the learning intention (LI) and success criteria (SC), and it provides opportunities for students to assess their learning in relation to the LI and SC. In this strategy, teachers revisit the success criteria after the completion of a task or activity and gather evidence on students' confidence or performance.

Particular Advantages

- Flexible, by allowing multiple techniques for gathering evidence, many of which are quick and easy to implement
- Can help develop students' ability to articulate their own self-assessments of their learning as they respond to the elicitation prompt

How Does the Strategy Work?

1. Decide what you are gathering evidence of:

   - student mastery of particular content (often characterized in SC that ask students to demonstrate a skill);
   - depth and breadth of student's conceptual understanding (often characterized in SC that ask students to explain, describe, or justify); or
   - degree of student's (self-reported) confidence about their understanding.

2. Choose an elicitation technique that allows you to gather evidence aligned to the type of information or evidence desired. Examples of elicitation techniques are listed in the Considerations section below.

3. Create a prompt to use with the technique. The prompt can take a variety of forms depending on the targeted skill or understanding and the technique chosen (e.g. series of problems, questions with selected responses, open ended questions, *etc*.).

4. Call students' attention to the LI and SC, and connect the gathered evidence to them to ensure that the students see the connection.

5. Use the prompt to elicit evidence.

6. Interpret the evidence to choose an appropriate responsive action. Explain why you've chosen the particular responsive action, so the connection between the gathered evidence and the responsive action is also explicit to the students.

How Does the Strategy Support Formative Assessment?

- Gathering of evidence that is specifically related to the success criteria allows both teachers and students to assess progress in moving students' understanding and skills toward meeting the learning intention.

What Are Some Considerations for Using the Strategy?

- Across a unit of instruction, use a wide range of assessment techniques to gather data from individuals as well as different sized groups. A range of assessment techniques is not expected with every lesson.
- When using a technique that focuses on answers, probe student thinking further, including when a student provides a correct response.
- Ask yourself the following questions when choosing or creating an appropriate strategy. Included with each question are some sample strategies from the Elicitation and Wrapping-Up Strategies and techniques included in the Formative Assessment Classroom Techniques (FACTs)[1].

What am I gathering evidence of?

- o Student mastery of particular content (Error Analysis, Elicitation Strategies and Agree and Disagree Statements, FACT #1, p. 52)
- o Depth and breadth of students' conceptual understanding (Flip the Question, Elicitation Strategies and Concept Attainment Cards, FACT #8, p. 71)
- o Students' understanding of the statement of the learning goal (What Are You Doing and Why, FACT #73, p. 217)
- o Degree of student's (self-reported) confidence about their understanding (See Self-Assessment FACTs and Self-Assessment Templates Resources)
- o Student assessment of needs (Muddiest Point, FACT #33, p. 132)

Whom do I need evidence from?

- o Some techniques are useful for getting a sense of the class as a whole (Exit Tickets, Wrapping-Up Strategies; Agreement Circles, FACT #2, p. 54; and Whiteboarding, FACT #74, p. 218).
- o Some techniques easily provide individual information about students (Odd One Out, FACT #35, p.137).

How general or specific do I need the evidence to be?

- o Some techniques provide broader, nonspecific evidence that allows students to show you what they're thinking (e.g. asking an open-ended question about how students' thinking has changed) (I Used to Think . . . But Now I Know, FACT #24, p.109).
- o Some techniques target the evidence to a specific idea (Always, Sometimes, or Never True, FACT #3, p. 57).

How will I gather the evidence?

- o Some techniques are based on a teacher circulating and listening in on what's happening in small group work (Partner Speaks, FACT #38, p. 143).
- o Some techniques yield individual, written evidence that you can analyze in various ways (Justified True-Or-False Statements, FACT #26, p.113).

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[1]From *Mathematics Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and Learning* (2011) by Keeley and Tobey

Revisiting Strategy: Taking Stock

(See Teacher Summary Card, Student Summary Card)

The **Taking Stock Strategy** is a way to model for students how they can reflect on their learning in relation to the learning intention and success criteria. In this strategy, students revisit the success criteria after the completion of a task or activity, so they can summarize and share how their learning from the task relates to the success criteria.

Particular Advantages

- Helps students build a shared understanding of the meaning of the success criteria
- Helps develop students' ability to articulate their own self-assessment of their learning, by hearing what other students took away from a particular math task
- Can be paired very effectively with the Reflect-Aloud strategy.

How Does the Strategy Work?

1. After the completion of a task or activity, engage students in a discussion that models a reflection on their learning. A sample structure for this discussion is provided here:

   - *"Who can describe for me what we've done so far with (this math task)?"*
   - *"So in our success criteria (SC), we said we would* (reread SC to students). *Can someone else describe what this means in their own words?"* or, (provide your own explanation relating it to what they've just done in class).
   - *"In what way did this task help us work toward meeting the success criteria?"*

2. This strategy can be quite effective when used in the middle of a lesson, as well as at the end of a lesson. Keep a running list next to the success criteria of important ideas or key terms that come up in the discussion.

3. Repeat the strategy after the completion of additional tasks or activities, using the questions above and referring to the running list of ideas or key terms in this modification of the final question:

   - *"Here are some ideas we listed from previous activities* (review the list). *In what way did this task help us work toward meeting the success criteria?"*

How Does the Strategy Support Formative Assessment?

Learning intentions and success criteria

- This strategy focuses students' attention on the relationship between the lesson activities and the success criteria. Seeing this relationship is an important element of eventually learning to self-assess your work.

Student ownership and involvement

- Being explicit with students that you want them to learn to take stock of their own work, in the same way you are doing together, helps them develop self-regulations skills.

Eliciting and interpreting evidence

- This discussion can provide information about how clear to students the relationship is between what they've done in class and what they are supposed to be learning.

Environment

- This discussion helps establish a classroom culture in which pausing to consolidate your learning is considered an important and worthwhile learning activity.

How Might You Modify the Strategy, and Why?

- If you use the student cards, or use the title of this strategy with your students, be aware that some students may not know what *taking stock* means. The first few times you use this strategy, explain that we call this *taking stock of our learning* because we are going to reflect back on what we did and how it helped us. Stores take stock of their inventory to determine how their business is doing—what they've sold, how much inventory they have, and what new items they need to stock their shelves for the coming days.
- This strategy does not need to be limited only to use with a whole class. You can also refer to the running list of ideas and key terms when working with individuals, pairs, or groups of students. This models for students how they can use the list as a resource.
- Allow students to refer to the list during the wrapping-up period. (See "Wrapping-Up Strategies.")