Providing Formative Feedback Strategy

(See Teacher Summary Card)

TheProviding Formative Feedback Strategyis 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/CreightonMathFormativeAssessment) 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) 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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1From *Mathematics Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and Learning* (2011) by Keeley and Tobey