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