

Formative Assessment Lesson

Peer Feedback

Background Information

Lesson Description

This is the second of two formative feedback lessons for students. This lesson builds on the foundation laid in the *Introduction to Formative Feedback* lesson. The purpose of this lesson is to help students learn to provide useful formative feedback (FFB) to peers. In this lesson, students first preview a math task, and then they use a formative feedback template to practice providing feedback to another (fictitious) student.

Prior to this lesson, students should have had some experiences with assessing their own work and the work of their peers against success criteria.

Before the Lesson

This lesson is best used 1 to 2 weeks after you have taught the lesson *Introduction to Formative Feedback (for Students)* and after you have spent time modeling formative feedback by giving whole-class feedback that explicitly follows the characteristic of formative feedback. In order to learn to give feedback themselves, students need to see direct connections between the characteristics in the poster and the teacher's use of those characteristics in modeling of formative feedback.

During these discussions, you can both ask for student volunteers to offer suggestions or examples of formative feedback and provide your own feedback, making sure that the feedback aligns with the characteristics explained in that first lesson.

Once you feel that students have seen enough examples of feedback, you can use this lesson as a way to structure student practice in providing feedback to their peers.

Choose a task

In the lesson, students will work on an example math task. You may choose to use the task and student work provided or work from your own task and sample student work. If you use your own, be sure the content of the work is accessible to all students by the time you do this lesson. Since the focus on this lesson is learning about giving peer feedback, you do not want the math to present a barrier. In the math task that is provided, students use equal ratios to solve a problem. If you use your own task, we recommend using Handouts 2c, 3c, and 4c to structure your handouts.

Learning Intention and Success Criteria (LISC)

LI: Formative feedback can be given to another student to help him or her move his or her learning toward meeting the learning target.

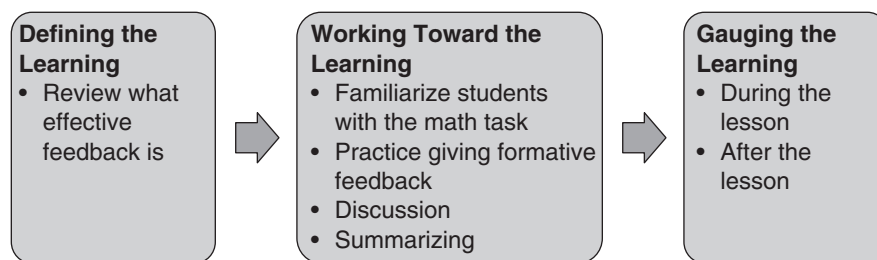
SC:

- 1) I can give feedback that meets all of the characteristics.
- 2) I can explain why formative feedback is important for learning.

Materials

- Feedback poster or chart listing the characteristics of feedback (See Lesson1)
- LISC (create 2 posters or write LISC for both this feedback lesson and the example math lesson, each in different areas of the board)
- Individual whiteboards or blank chart paper
- Index Cards to assign group labels (See Step 8)
- Handouts (HO):
 - 1: Reflect on feedback to Eric
 - 2: Math task (Recipe Ratios or your own task)
 - 3: Student work samples (Recipe Ratios or your own task)
 - 4: Exit ticket: Peer formative feedback

Snapshot



Lesson Activities

Defining the Learning

1. Review the feedback poster or chart with the class.
2. Give students Handout 1, Reflect on Feedback to Eric. This handout includes the examples from the exit ticket used in the Introduction to Formative Feedback lesson. Ask students to turn and talk to a partner. "In what ways is this an example of formative feedback? Why?" Ask two or three groups to share their ideas with the whole class.
3. Introduce the LI and SC for this lesson on feedback. Then, let students know they will be practicing giving feedback today, but first, they need to get to know a math task.

The feedback poster/chart reminds students of the characteristics of formative feedback, as defined in the Introduction lesson.

As students talk with their partners, listen for them referring to the characteristics of formative feedback.

Summarize to reinforce the characteristics.

Working Toward the Learning

4. Explain to your students that they will first do a math problem themselves, and then they'll see some examples of student work on this task. This task was part of a math lesson that had an LI and SC. Refer students to Handout 2, Math Task, and review the LI and SC for the math lesson.

Students need some time to become familiar with the activity as well as the sample student work, before you can ask them to analyze potential feedback.

5. Ask students to work in pairs on the math task. As students are working, circulate so that you can identify two different (and correct) approaches to the problem.

6. Invite the selected students to share the approaches with the whole class.

Practice With Giving Formative Feedback

7. Have students work with their partners to provide feedback for the two pieces of student work (Handout 3). Remind them again of the characteristics of formative feedback, as given on the feedback poster.

8. When students are nearing completion, pass out whiteboards (or chart paper), and assign half of the pairs to write their feedback to Greg and the other half to write their feedback to Lita. Ask pairs to label their whiteboards with the code you have provided. (In advance of the lesson, create index cards to distribute to each pair with the whiteboards and markers: Lita A, Lita B, Lita C, etc. and Greg A, Greg B, Greg C, etc. This will facilitate referencing the work during the next step in the lesson.)

9. Let students go on a walk-about to respond to the prompt, "Find another group's feedback that you think meets all (or most) of the characteristics of formative feedback. Or, find an example that you have questions about. Be ready to talk about the example you chose." Students should leave their index card beside their own whiteboard. Have pairs return to their seats having chosen a whiteboard example by name and letter (e.g. "Greg E") to discuss.

Discussion

10. Ask if any pair found an example of feedback to Greg that they think meets all of the characteristics. Have the pair who wrote the feedback share the example, reminding other students to listen for evidence of the characteristics. Then ask the original pair who identified the example for their reasoning in choosing that example. After both pairs have shared, invite a response from others before asking another pair to share one they picked for Greg. Repeat with a couple of examples for Lita.

The purpose of sharing is twofold:

- To ensure that students know the correct solution in order to be able to assess the student responses they will give feedback on
- To highlight that a variety of different strategies can be applied to successfully solve the problem

By assigning half the class to respond to Greg and the other half to Lita, there is a manageable number of feedback examples to share during whole-class discussion of each student's work.

Gauging the Learning

Watch for discussions that show understanding that FFB should contain certain characteristics:

- Points out SC that have been met
- Points out SC that have not been met
- Includes a hint, model, or question
- Stated in student friendly language
- Encourages the learner to act on the feedback

Summarizing

11. Return to the LI and SC, and review students' progress. You might want to give students feedback on what you observed at this time. At the end of the discussion, summarize for the whole class what new ideas or new understandings about formative feedback students shared, and make connections back to the SC.
12. Ask students to complete the *Exit Ticket* independently (Handout 4). Collect the exit tickets and review them to assess progress toward the learning intention.

The exit ticket should be completed independently by students so that you can gather information on what each student is able to produce at the end of the lesson.

Gauging the Learning

Review the Exit Ticket (Handout 4), looking for changes between initial responses on the whiteboards and the final versions in the exit tickets.