FORMATIVE WORK AS FEEDBACK:
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“Feedback is the single most important factor in student learning.”

-Hattie 2009
What motivates us according to Daniel Pink’s, *Drive*

- **Autonomy**: a sense of freedom and being able to make choices.

- **Mastery**: being knowledgeable and adept at a particular task.

- **Purpose**: understanding the why behind what the doing.
## Connecting to Formative Assessments:

<table>
<thead>
<tr>
<th>Autonomy:</th>
<th>Mastery:</th>
<th>Purpose:</th>
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<tbody>
<tr>
<td>- student choice in pathways.</td>
<td>- students being able to access the information</td>
<td>-(goal setting &amp; reflection) students articulate “What I’m learning” vs “What I’m doing”</td>
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<td>- students have choice in how they engage (seminar, collaborative, independent)</td>
<td>- see connections to end goals or meeting the standards</td>
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<td>- it shows students what they know and don’t know</td>
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Voice and Choice

Perception:
- Free for all
- Learners doing whatever they feel like
- Learners will miss something

Practice:
- Meant to be with **formative work as feedback**:
  - Gradual release
  - Teacher guided
  - Informed learner decision for how to access, engage or express information
  - Reflection on learning preferences and strategies
The Evolution of Assessment

It’s about **how** it is used

**Traditional Use**

- **When** - After instruction.
- **Purpose** - Grading, reporting achievement levels.
- **Main Players** - adults.
- **Impact** - Ranking and sorting students, limited evidence of what was learned, but no impact on future learning.

**The PLC – Informing Instruction**

- **When** - Embedded as a part of instruction.
- **Purpose** - Answering the second question of PLCs. How do the adults know the students learned the targeted outcomes?
- **Main Players** - Collaborative adults who plan and teach.
- **Impact** - Clear evidence of learning, who learned and how much, leading to next steps of instruction, changes to instruction and intervention.

**Fostering Student Investment**

- **When** - Embedded in the learning structure of the class AND the learning practice of the student – self-assessment.
- **Purpose** - Helping the student to become an invested and self-regulated learner. Building confidence and motivation by understanding what success looks like and how to get there.
- **Main Players** - The student and teacher in collaboration.
- **Impact** - The student takes control of their own learning.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>Assessment FOR learning</td>
<td>Assessment OF learning</td>
</tr>
<tr>
<td>How used by S</td>
<td>Improve learning &amp; teaching</td>
<td>Measure of competency</td>
</tr>
<tr>
<td></td>
<td>On-going</td>
<td>End of course</td>
</tr>
<tr>
<td></td>
<td>Learn thru feedback &amp; practice</td>
<td>Grades</td>
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Using formative work as feedback

- All formative work is linked to the intended learning (standards, learning targets, a goal)

- The results of every activity must have the potential to elicit an instructional response from the teacher

- The results should inform learners what they know and do not know
Four levels of feedback

- Task level
- Process level
- Self regulating
- Self level
Feedback is **more effective if it relates to a GOAL:**

- Goals are more effective when students share a commitment to attaining them, because they are more likely to seek and receive feedback (Locke & Latham, 1990).

Teachers and parents often assume that students share a commitment to academic goals, whereas the reality is that developing this shared commitment needs to be nurtured and built.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Goal</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4-17</td>
<td>Pathos</td>
<td><strong>Goal:</strong> Understand pathos appeal and be able to recognize how it is used in persuasion</td>
<td>I understood pathos appeal well. I learned how to use it, and identify it. The yellow worksheet was particularly helpful. I worked efficiently today collaboratively and independently.</td>
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</tbody>
</table>
| 4-18 | Pathos     | **Goal:** Understand pathos appeal and be able to recognize how it is used in persuasion  | **Effort:** 1 2 3 4  
**Understanding:** 1 2 3 4  |
| 4-19 | Ethos: credibility | **Goal:** Understand ETHOS appeal and be able to recognize how it is used in persuasion  | I mostly understood Ethos, but it would be helpful for me to review slides and notes one more time. I also need to finish the green sheet.  |
| 4-20 | Cornell Notes | **Goal:** Understand LOGOS appeal and be able to recognize how it is used in persuasion  | **Effort:** 1 2 3 4  
**Understanding:** 1 2 3 4  |
| 4-23 | Logos      | **Goal:** Understand LOGOS appeal and be able to recognize how it is used in persuasion  | Today I was really productive, and got all my work done. It was helpful staying for seminar because this way I was more focused. I thought that the quizzes were also informative and it was fun to take them. I understood LOGOS appeal, and when it is used, it is hard to tell real and fake news apart. |
| 4-24 |             | **Goal:** Practice critical reading strategies in order to identify rhetoric (pathos, ethos, logos) in a formal presentation  | **Effort:** 1 2 3 4  
**Understanding:** 1 2 3 4  |
| 4-25 | Analyze    |                                                                                                                                  | I was very focused today and seminar helped me. I am still a little confused but plan to study at home to fully understand. |
| 4-26 | Speeches: Application day of looking at |                                                                                                                                  |                                                                      |
Sample Formative Work

Goal: Practice critical reading strategies in order to be able to identify rhetoric (pathos, ethos, and logos) in a formal speeches.

Task: identify the rhetoric used correctly

Process: 1, 2, 3 reading strategy

Self-Regulation: Choice in access: the difficulty of speech. Choice in engaging: teacher seminar, collaborative groups, or independent flex

Feedback:

(+) answered correctly and learning is on pace

(+/-) some misunderstandings, read teacher comments and see teacher if needed

(-) see teacher for additional clarification and practice
How can you provide feedback for task, process, and self regulation?
Formative work eliciting an instructional response:

- Learners goal set and request teacher seminars
- Learners choose to lead a coaching circle
- Flex groups(stations) based on formative work
- Extended learning opportunities connected to DOK (Depths of knowledge)
- Flex time offering
Informing the learner: Effective feedback answers 3 questions:

- What do I understand or know?
- What do I still need to understand?
- What are my next steps?

Examples:
- Station Review after formative quizzes (Social Studies Example)
- Flexible pacing (Unit Guide: Science example)
- Writing/Reading Workshop model
- Learners make informed choice in pathways
- Test Qualifiers
What ways does a learner receive feedback throughout an entire lesson? (ladle)

1. **Self**-evaluating or using metacognitive strategies, seeking information or correctives, creating a self-teaching or self-regulating situation

2. **Peers**-clarifying information or processing aloud for confirmation, peer teaching

3. **Teacher**-informal but deliberate interactions in class, questions designed to seek reteaching, corrections to assignments, test and project evaluations.

*Feedback, 14*
Examples

Self Reflection:
- How is this new material connected to what I already know?
- What are the natural relationships and patterns in the material?
- How does it fit together?
- What larger system is it part of?
- Whose point of view does it represent?

Peer Review:
- "Pitch" presentation with peers to get feedback
- Turn and Talk
- Interactive notebooks
- Coaching circles

Teacher Providing Daily Feedback along with or in replace of a numerical score on Goal Accounting Templates...
+ 
+/-
-

1-3: off pace
4-5: on pace
6: ready to extend
Homework as Practice
- Is it learning-centered?
- Is it necessary?
- Is it reasonable?
- Is it of high quality?
- Are the students ready?
- Were the students involved?

- Make it OPTIONAL (is more practice needed?)
- Differentiate the homework
- Differentiate the pathway
- Differentiate the response
- Allow for Peer Correctives
When observing for feedback in classrooms, which students seem to naturally seek and receive feedback?

Could other student behaviors change if the teacher provided a clue or instruction to do so?

-Feedback, 8
Further reflection and resources slides 22-24

THANK YOU!

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John Hattie “Know Thy Impact”

1. My fundamental task is to evaluate the effect of my teaching on students’ learning and achievement.

2. The success and failure of my students’ learning is about what I do or don’t do. I am a change agent.

3. I want to talk more about learning than teaching.

4. Assessment is about my impact.

5. I teach through dialogue not monologue.

6. I enjoy the challenge and never retreat to “doing my best”.

7. It’s my role to develop positive relationships in class and staff rooms.

8. I inform all about the language of learning.
John Hattie “Know Thy Impact”

- How do you perceive the timing and frequency of the feedback that you give to students today? Is there a shift that can be made in your unit guides or lessons to improve the feedback?

- How can trying to change the direction of feedback and expand results with layers of feedback inform your planning for class and flex?

Formative Reflection

Feedback, 14 and 102.
Lesson/Unit Feedback and Reflections

- Math 6 (Freese)
- 7th grade Science DOK Unit Guide-Weiland
- 7th grade Science Reflection
- 8th grade Algebra
- Math 6 Whittleff
- Wymore Vocab Reflection
- 7th Grade Novel Unit
- 21st Century Unit
- 8th grade LA Reading Goals