What Next?
How to Give Your Writers Personalized Feedback
Workshop Goals

- Describe qualities of grade level writing
- Use checklists to set goals
- Create a Micro-Progression
Warm Up: Common Language

What IS “personalized feedback in writing?” In 140 characters or less, craft a definition.
3 Steps to Truly Personalizing Feedback

1. Have a clear, shared vision for proficient writing
2. Use checklists to empower student goal-setting
3. Create micro-progressions to show students the next step
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Shared Vision for Grade Level Work

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Checklists to Empower Student Goal-Setting

Checklists to Support Goal-Setting

1. What am I doing well?
2. What am I working on?
   - Create goals!
     1. What do I want to do?
     2. How will I do it? (tool/strategy)

[Example Goal]
I will ___
by ___
Ex: I will sketch out my writing list by the 3rd quarter of the 2nd semester and stay in

Study Your Writing Using the Checklist

1. Read the language on the checklist and say what it means.
2. Look for evidence in your piece. Mark it up.
3. Score your writing.
4. Set a goal:
   I will...
### 3rd Grade Goals

**My Choice**

<table>
<thead>
<tr>
<th>Student</th>
<th>Goal Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela</td>
<td>Make the house clean</td>
</tr>
<tr>
<td>Michael</td>
<td>Work on reading skills</td>
</tr>
<tr>
<td>Sydney</td>
<td>Improve math scores</td>
</tr>
<tr>
<td>Jackson</td>
<td>Respect classmates</td>
</tr>
<tr>
<td>Emma</td>
<td>Participate in group activities</td>
</tr>
<tr>
<td>William</td>
<td>Improve handwriting</td>
</tr>
<tr>
<td>Rachel</td>
<td>Stay organized</td>
</tr>
</tbody>
</table>

**My Growth**

<table>
<thead>
<tr>
<th>Student</th>
<th>Goal Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyler</td>
<td>Improve physical fitness</td>
</tr>
<tr>
<td>Alex</td>
<td>Learn new science concepts</td>
</tr>
<tr>
<td>Olivia</td>
<td>Work on writing skills</td>
</tr>
<tr>
<td>Logan</td>
<td>Improve problem-solving skills</td>
</tr>
<tr>
<td>Sam</td>
<td>Learn a new language</td>
</tr>
<tr>
<td>Maya</td>
<td>Improve musical ability</td>
</tr>
<tr>
<td>Olivia</td>
<td>Learn a new sport</td>
</tr>
</tbody>
</table>

**My Responsibility**

<table>
<thead>
<tr>
<th>Student</th>
<th>Goal Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calvin</td>
<td>Contribute to class activities</td>
</tr>
<tr>
<td>Olivia</td>
<td>Clean up the classroom</td>
</tr>
<tr>
<td>生态保护</td>
<td>Contribute to environmental initiatives</td>
</tr>
<tr>
<td>Ben</td>
<td>Help with school chores</td>
</tr>
<tr>
<td>Riley</td>
<td>Participate in community service</td>
</tr>
</tbody>
</table>

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*Note: The table includes post-it notes with specific goals for each student.*
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Create Micro-Progressions

• What is a micro-progression?
• How do you make one?
• How do you use a micro-progression?
What is a Micro-Progression?

A Micro-Progression is a progression of a skill that becomes more sophisticated at each level. It includes an example and criteria for each level.

A Micro-Progression shows students the next step!
Micro-Progression

It was a hot afternoon in N.C. The track meet was about to start. I got off the bus and looked for my dad. I saw him and waved.

"Dad over here!" I called. I stepped off the bus and ran to my dad, who had just flown in to watch my track meet. The North Carolina sun burned brightly. "Run like a mad lady," he said, sending me off.

"Dad over here!" I called as I stepped off the bus and looked around. "How was your flight?" I asked as we hugged. "Good, good," he said. "I'm ready to watch you race."

I tried to ignore the butterflies in my stomach. My dad had flown 600 miles to watch me run one mile.

- characters
- setting
- what's happening
- where it's happening
- vivid description
- all of before
  + hint about problem for main char

* * * * *
How do you make a Micro-Progression?

- Start with a skill (What are your students struggling to do?)
- Use assessment tools to help with criteria
- Draft criteria
- Draft examples for each level
How do you use a Micro-Progression?

Starting with criteria, work with student(s) to come up with an example for each level

-or-

Starting with examples, work with student(s) to name the criteria for each level

Then...have students determine where they are on the progression and what they will do to move up a level.
I told Daddy I was glad.

- Names a feeling
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