

13th Annual

# Thinking & Learning Conference

**DR SUSAN BROOKHART**

Friday 20 May

**Feedback that Feeds Forward**

Session 2

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**MELBOURNE**

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# DR SUSAN BROOKHART

Dr Susan M Brookhart is a consultant, author and speaker. Her interests include the role of formative and summative classroom assessment in student achievement and the connection between classroom and large-scale assessment.

A former primary and middle school teacher, Susan was a faculty member at Duquesne University from 1989 to 2003. She continues to serve as senior research associate at the Center for Advancing the Study of Teaching and Learning at Duquesne.

Susan has been a columnist for Phi Kappa Phi's *National Forum* journal and editor of *Educational Measurement: Issues and Practice*. She is author or coauthor of several books and over 50 articles on classroom assessment, teacher professional development and evaluation.

Susan holds a master's degree in religion from Lutheran Theological Seminary and a doctorate in educational research and evaluation from Ohio State University.



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## Feedback That Feeds Forward

Sue Brookhart

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Thinking and Learning Conferences  
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May, 2016

### Session Summary

Feedback is only effective if it is a catalyst for change in student learning. Effective feedback is timely, descriptive, and specific to both the work and the student's needs. In effective feedback episodes, both the teacher and student learn something. Effective feedback is coupled with immediate opportunities for students to use it. Participants in this session will analyze examples of feedback and learn feedback strategies that help students answer the question, "Where am I now, and what do I do next?"

### Objectives and Outcomes:

- Looking at feedback through three lenses
- Providing effective feedback messages to students
- Creating opportunities for students to use feedback and improve

### Session Outline

- Feedback must be based on success criteria that are about learning, not directions
- Feedback should say what the student did well and suggest a next step
- Three views of feedback
  - Micro view – characteristics of the feedback message
  - Snapshot view – feedback as an episode of learning for both teacher and student
  - Long view – feedback should be used and lead to learning
- Practice analyzing feedback (pp. 2-4)
- Practice improving feedback (pp. 5-6)

### For More Information:

*How to Give Effective Feedback to Your Students*, Susan M. Brookhart, 2008, ASCD.

**Analysis of Feedback Video Clip**

<b>What the teacher learned</b>	<b>What the student learned</b>
High school	example
Elementary	example

## Analyze 5<sup>th</sup> Grade Math Oral Feedback Example

**Evaluate this feedback example.**



*Micro view*

- Is it descriptive?
- Is it timely?
- Does it contain the right amount of information?
- Does it compare the work to criteria?
- Does it focus on the work?
- Does it focus on the process?
- Is it positive?
- Is it clear (to the student)?
- Is it specific (but not too specific)?
- Does its tone imply the student is an active learner?

**What evidence for further learning does this feedback example provide?**



*Snapshot view*

What did the student learn from it?

What did the teacher learn from it?

**What next step(s) should the teacher and student take to use this feedback for learning?**



*Long view*

## Analyze 8<sup>th</sup> Grade Algebra Feedback Example

**Evaluate this feedback example.**

*Micro view*



- Is it descriptive?
- Is it timely?
- Does it contain the right amount of information?
- Does it compare the work to criteria?
- Does it focus on the work?
- Does it focus on the process?
- Is it positive?
- Is it clear (to the student)?
- Is it specific (but not too specific)?
- Does its tone imply the student is an active learner?

**What evidence for further learning does this feedback example provide?**

*Snapshot view*



What did the student learn from it?

What did the teacher learn from it?

**What next step(s) should the teacher and student take to use this feedback for learning?**

*Long view*



## Elementary Example – Can you improve this feedback?

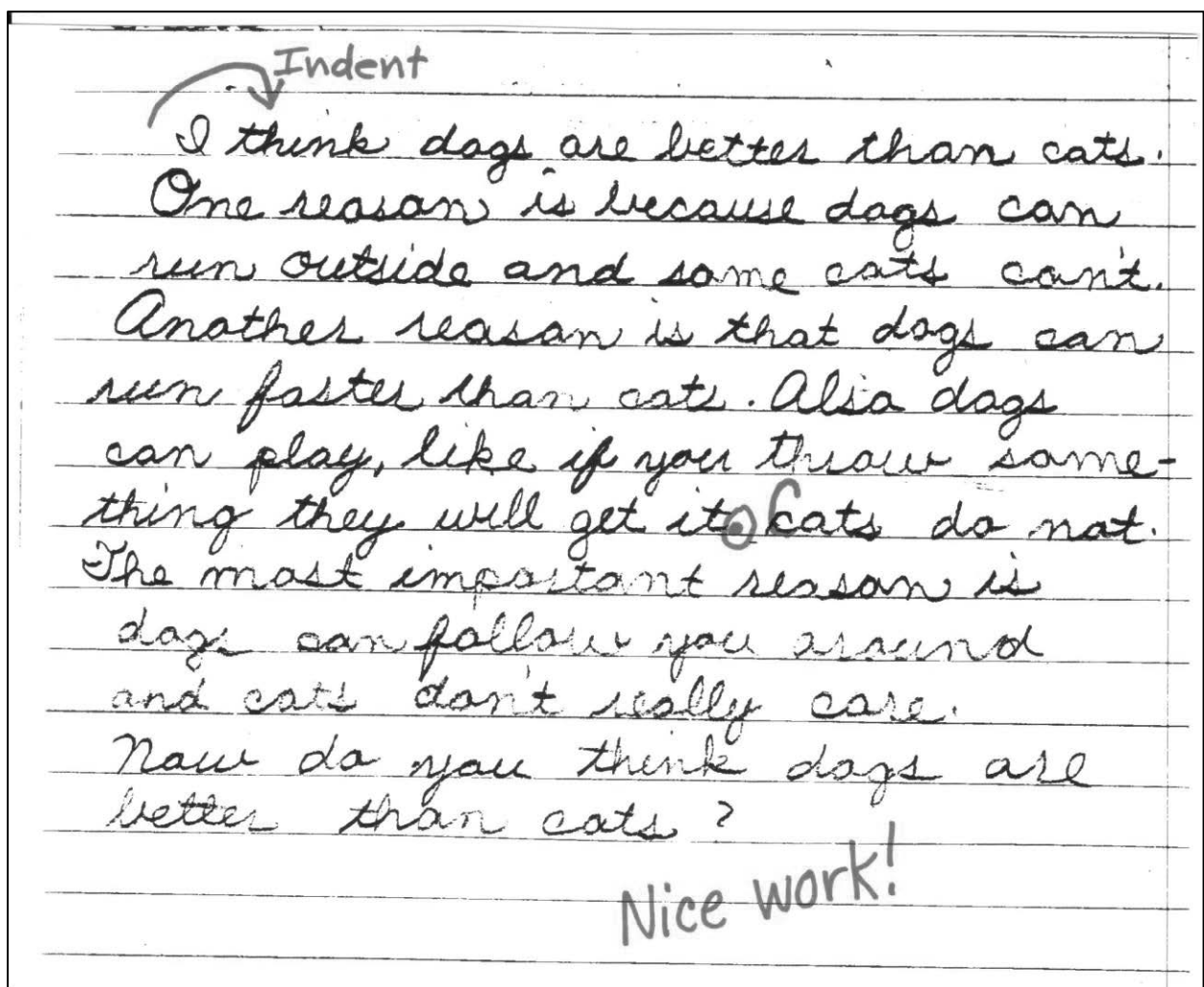
*Context:* Fourth graders were learning about persuasive writing, specifically about making a persuasive argument using reasons and communicating it to readers. On this day, students were learning to write persuasively about their opinions.

*The learning target:* I can write a persuasive paragraph explaining why I think dogs or cats are better pets.

*The performance of understanding:* Take a position about the better pet (dogs or cats). Write a clear, organized paragraph explaining your reasons and persuading your reader that your position is reasonable.

*The look-fors:*

- ✓ I state my position at the beginning and repeat it at the end.
- ✓ I give good reasons to support my position.
- ✓ My paragraph is organized.



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## Secondary Example – Can you improve this feedback?

*Context:* Eleventh graders were learning about literary analysis, specifically to analyze short stories based on how the author uses symbolism.

*The learning target:* Day 1, Identify literary devices in William Faulkner's "A Rose for Emily"; Day 2: Explain the literary devices; Day 3: Explain the title and how it relates to the story.

*The performance of understanding (Day 3):* Respond to a writing prompt: Why is this story called "A Rose for Emily" when there was no rose showcased in the story?

*The look-fors:*

- ✓ Explain the symbolism of a rose.
- ✓ Use specific examples from the text to relate the symbolism of a rose to the story.

Why is it called A Rose For Emily?

The story is titled A Rose For Emily because roses represent eternal love and Emily wants someone to love forever. Emily has been alone for most of her life, she wants ~~to love forever~~ somebody to love and for that person to always love her back when she finally gets a husband, she does everything possible to make sure he will always be with her. By poisoning him, Emily has sealed the deal with him never leaving her. She finally has someone who will always love her, and just like a rose.

When someone dies, roses are usually the flower people put in their coffin. A Rose for Emily could be named for that reason. Since Emily died, her neighbors gave her roses. A rose is a blooming flower. This is an example of a new life. Emily has died and went to heaven. She has a whole new life to live. This could be a reason the story is titled A Rose For Emily.

Good job, ~~everything~~  
everything is  
where it needs to  
be and I have no  
questions like why?  
- on how?

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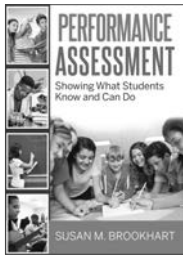




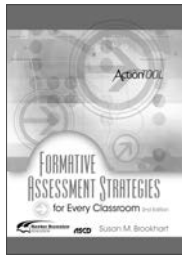


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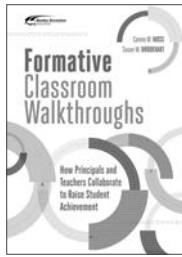
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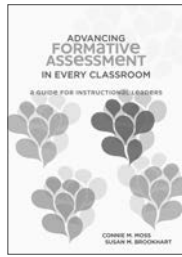
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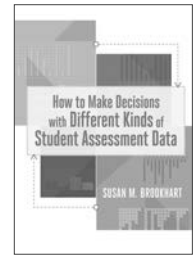
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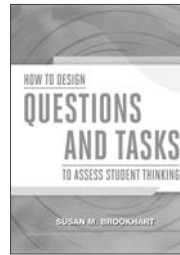


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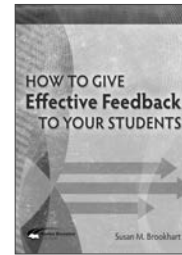


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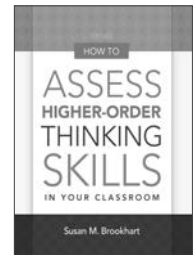
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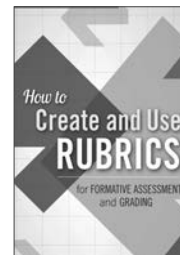
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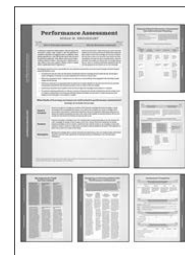
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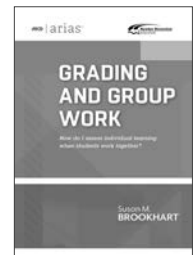
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