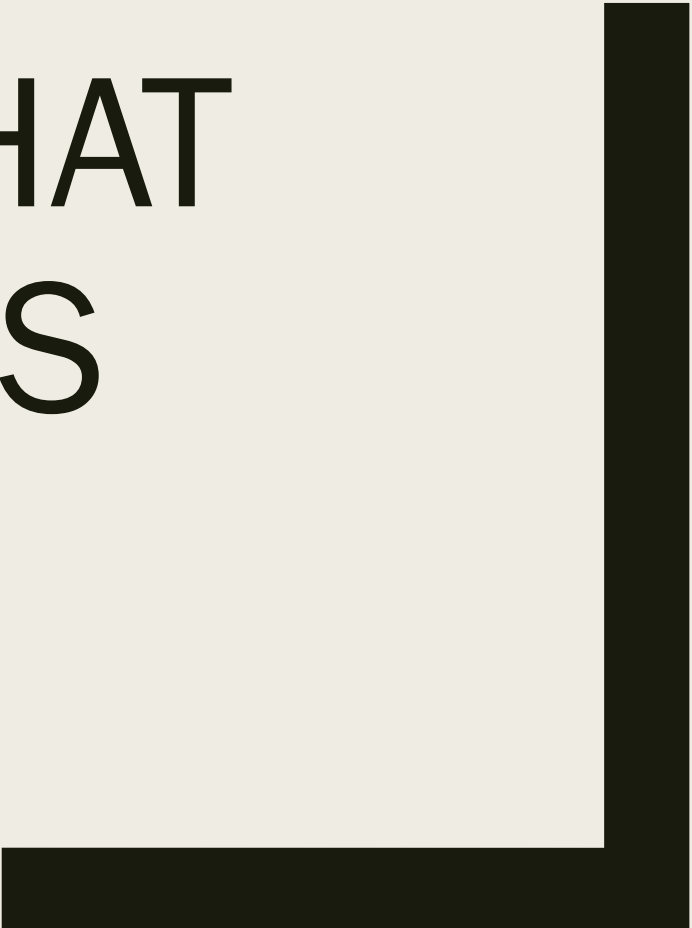




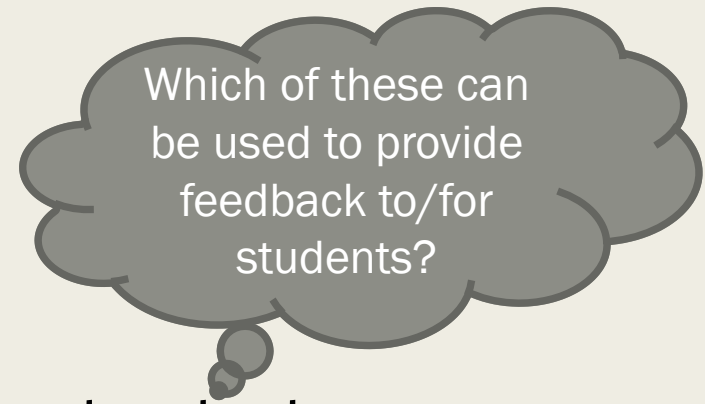
# FEEDBACK THAT GROWS KIDS

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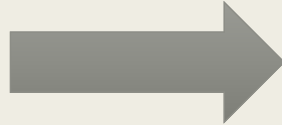


With a partner, discuss ways in which you provide feedback to students. Be as specific as you can and provide examples, if possible.

# Assessment Types

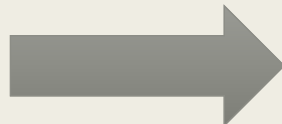


Pre-Assessment



Finding Out: How to start

Formative  
Assessment



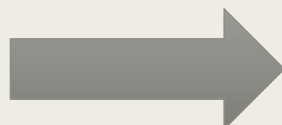
Keeping Track: How are  
we doing and what's next?

Summative  
Assessment



Making Sure: Did we  
complete what we thought?

Self Assessment



Check Up: How am I doing?

Assessment  $\neq$  Grading

Grading Ends Learning.

Feedback Promotes Continued Learning.

- Its unwise to over-grade student work
- It is extremely wise to provide effective feedback



# Motivation can Both Result From, and be Squashed by, Struggle

## A Destructive Struggle

- Leads to frustration.
- Makes learning goals feel hazy and out of reach.
- Feels fruitless.
- Leaves students feeling abandoned and on their own.
- Creates a sense of inadequacy.

## A Productive Struggle

- Leads to understanding.
- Makes learning goals feel attainable and effort seem worthwhile.
- Yields results.
- Leads students to feelings of empowerment and efficacy.
- Creates a sense of hope.

Take a moment and share an example of each of these from your life with a partner or small group. What was different in each situation?

# Assessment and Motivation

- “A student’s emotional response to assessment results will determine what that student decides to do about those results: keep working, or give up” (Stiggins, 2017, p. 85).
- Feedback is a vital piece to this.



We know that more frequent feedback is associated with improved student work ethic, motivation, and performance.

WILL WE CHANGE  
THE TIMING OF  
OUR FEEDBACK?



# Levels of Feedback

- About the Task – How well he or she is performing
  - *Your solution to 12 is exactly right*
  - *Look at Section 3.2 in the text because you missed this one completely.*
  - *Your error is right here.*
- About the Processing of the Task – Focuses on the process a student has used.
  - *Did you use double distribution to solve this equation?*
  - *Did you estimate the answer and check your reasonableness?*

# Levels of Feedback

- About Self-Regulation – Relates to students' self-appraisal and self-management
  - *Your contributions to the group seemed to help everyone.*
  - *When you put your head down, you stopped paying attention to the things your group members said.*
  - *It looks like you accomplished what you set out to!*
- About Self as a Person – Growth mindset and efficacy
  - *You have great stamina. Thanks for persevering*
  - *You have used the strategies we were working on. Great effort.*

# *Classroom Instruction That Works*

Ch. 2: Reinforcing Effort and Providing Recognition

- *Assessment strategies may affect one or more of the following student variables:*
  - Self-efficacy: belief's about one's competency
  - Control beliefs: belief's about one's ability to influence what is happening or will happen
  - Intrinsic motivation: motivation that comes from an individual's desire for self-satisfaction or pleasure in completing the task rather than from an external source, such as a reward.
  - Task value: beliefs about reasons for doing a task

# Students as Owners of their Learning

Students can self-assess:

- Their learning progress
- Their effort
  - *Strategies they are using for success*
  - *Preparedness for class*
- Their engagement with math based on the Standards for Mathematical Practice
- Progress toward individual goals

# Pause: Pair/Share

1. What about this information makes sense?
2. What is confusing and/or seems fuzzy?
3. How does this relate to creating a differentiated classroom?

# Seven Characteristics (And Six Tools) That Support Meaningful Feedback

- Read the brief article about feedback.
- Select 3 of the ‘Characteristics That Support Meaningful Feedback’ that you feel you could improve upon in your classroom. For each one, identify how you might get better at providing effective feedback.
- Pair up with someone who is not next to you and share your thoughts.
- Be ready to discuss with the whole group!