

Clip 5 - Planning Opportunities to Provide Descriptive Feedback

Narrator: When teachers think about how students will know if they are achieving the learning goals, they think about how they can plan opportunities for students to receive descriptive feedback. In this video, you will see teachers working and planning together to develop strategic opportunities to provide students with descriptive feedback during their learning.

Teacher: While they're working on the research because we're going to give them at least a day, two days probably to do the research, while they're working on that, while they're filling out this sheet, we can come by, stop, have a quick conversation with them, steer them to the question if they're off topic and say, you know, try to get them back to where they're supposed to be.

Teacher: They need to do some peer and self-assessment. Have they met the, the criteria.

Teacher: I think for myself the assessment tool now, students are more aware of what's expected of them, of what's expected of that assignment. Before, a student would do an assignment not really knowing what was expected of them, how they can achieve that level 3, that level 4 or that level 4+. If the rubric is done well, the student should know exactly what they're going to get before they hand it in. And if they want to shoot for that level 4, that level 4+, they will be able to look at that rubric and see how can I do this, is this good enough to get that higher mark and again, it promotes conversation with the student and the teacher. What I like to do with the success criteria is I'll start off with one that I have in mind and students help me create it, we'll co-construct one. And I'll try and find examples that are already existing. Now in this case it's hard because we haven't done this project before, but we've done a project similar to it, so I'll throw it up on the LCD screen and I'll have the students look at this and we'll ask some specific questions to that related to what the new topic is to try and draw out success criteria.

Teacher: You have to be patient with that process. It's not a one-day thing; it's not a four-day thing. It happens multiple times. I want them to understand what they're looking for, what they're going to be creating

Teacher: Well and because this is a project that's towards the end of the semester, they will have already had a great deal of practice designing the criteria with the teacher, they'll have familiarity with the terms already and they'll have a pretty good understanding of, of what we hope they can achieve.

Teacher: What we're going to incorporate on the feedback sheet is a next step. What was good about it? What could they do to improve it? That next step part really adds more value to that peer feedback. They're referring back to what they did before, they're checking that success criteria, they're checking what the actual assignment was, and then they're going against what the peer feedback sheet is, and then I find they're going to give more valid statements.

There was a video project that, that they undertook and they, they videotaped themselves doing their presentation then they went and looked at that videotape and there was an assessment sheet for themselves, a self-assessment sheet that they had to go through and take a look at where they needed to improve. If they didn't like how they presented it, then there was an option for them to tape it a

second time and then even a third time if they still weren't happy. I asked them not to erase the first, second or third versions so that they could and I could actually go back and see that they made their own suggestions, that they followed their own suggestions and that there was improvement from the initial to the final version that they then submitted to me.

Teacher: Out of the ones that did it, how many re-shot the video?

Teacher: All of them. Everyone one of them took advantage of the opportunity to make it better

Teacher: if I can write it down on his sheet, he'll have that written feedback, if I tape it, I'll have that feedback for me to look back at. So when it comes down to the end, there's lots of evidence of the student's understanding of that topic.

Teacher: The better we hold that target, the more clear it becomes in their mind, clearly they can use those learning goals and success criteria to demonstrate their learning.

Narration: Opportunities for descriptive feedback can be formal or informal. When students are engaged in learning tasks, applying success criteria, and giving descriptive feedback, create the conditions for students to learn and achieve their best.

Teacher: How could we really make that work in the classroom of 30 kids for all these different skills that they have. What do you think you did well on, what did you think you did poorly on, what are, what are your next steps.

Teacher: It doesn't necessarily have to be formal all the time, right? It could be more informal, like groups are working, they're engaged in peer assessment of a writing task and they're having a conversation with each other about their feedback and you're walking around maybe interjecting with the odd question of your own, well, why did you choose to, to lead with this particular statement and then it could be just as, as easy as that and as informal as that, you know a little anecdotal observation, you record it in your either the student's portfolio or your own notes or, or whatever, but that's still evidence and it's anchored in the task.

Narrator: Students need descriptive feedback that is based on success criteria in order to improve and achieve the learning goals. When students engage in assessment practices that put feedback at the centre, their learning becomes clear and students can engage in determining their next steps and shaping their own goals for their learning.