
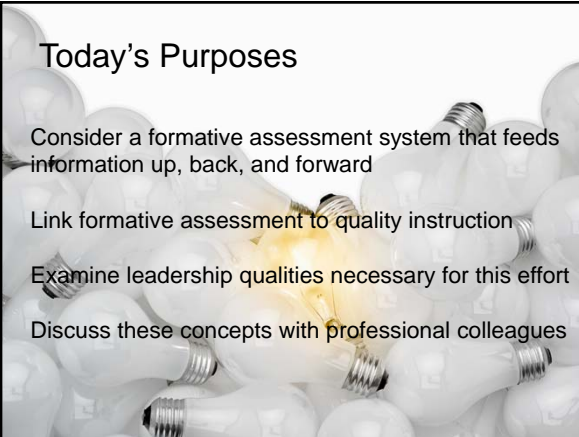


Feed-up, Feedback, and Feed-Forward



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Today's Purposes




Consider a formative assessment system that feeds information up, back, and forward

Link formative assessment to quality instruction

Examine leadership qualities necessary for this effort

Discuss these concepts with professional colleagues




Feed up: establishing purpose

Check for understanding: daily monitoring

Feed back: providing information about success and needs

Feed forward: using performance for "next steps" instruction and feeding this into an instructional model

Fisher & Frey, 2009, Hattie & Timperley, 2007




Feed Up

Establishing Purpose:
Why are we doing this anyway?

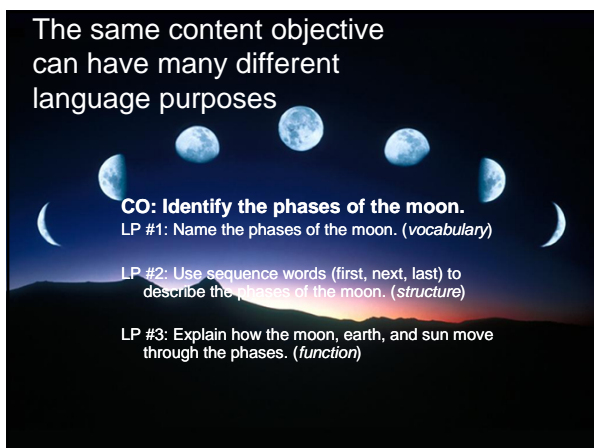
Two Components:

Language Purpose



Content Purpose

The same content objective can have many different language purposes

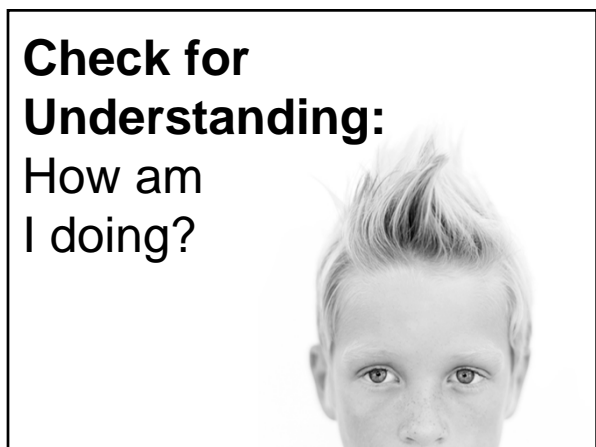


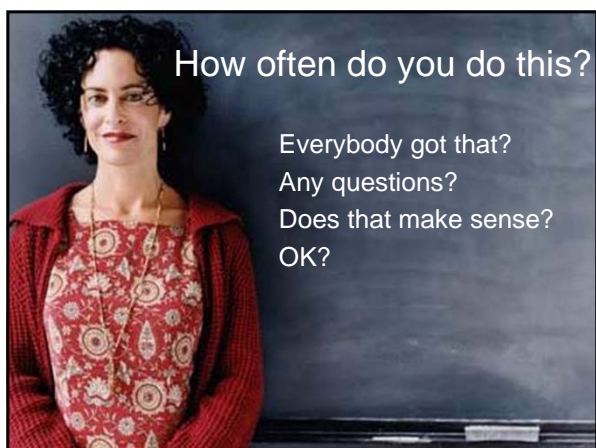
CO: Identify the phases of the moon.
LP #1: Name the phases of the moon. (*vocabulary*)

LP #2: Use sequence words (first, next, last) to describe the phases of the moon. (*structure*)

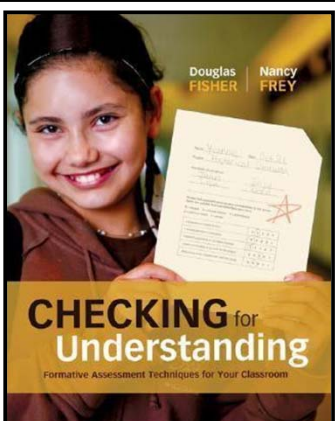
LP #3: Explain how the moon, earth, and sun move through the phases. (*function*)







- Oral language
- Questioning
- Written language
- Projects and performance
- Tests
- Common assessments and consensus scoring



Using
Oral Language
to
Check for Understanding



Original price of a microphone: \$129.99. The tax is 7%. What is the total price you have to pay for this?



Wendy says...



"So, the problem is asking me how much I have to pay for this mic. The information I know is the price and how much tax they make you pay. I think it has to be more than \$129, like maybe \$150, because the tax is on top of the price. I have to add the tax to the price. But I have to find out how much the tax is. I think you multiply. So I did \$129.99 times 7, but that is \$909 and that is too much for the microphone. The answer isn't reasonable. But I don't know why it didn't work."

What does Wendy know?
What doesn't she know?
What do you do next?




"So, the problem is asking me how much I have to pay for this mic. The information I know is the price and how much tax they make you pay. I think it has to be more than \$129, like maybe \$150, because the tax is on top of the price. I have to add the tax to the price. But I have to find out how much the tax is. I think you multiply. So I did \$129.99 times 7, but that is \$909 and that is too much for the microphone. The answer isn't reasonable. But I don't know why it didn't work."

Using
Questioning
to
Check for Understanding



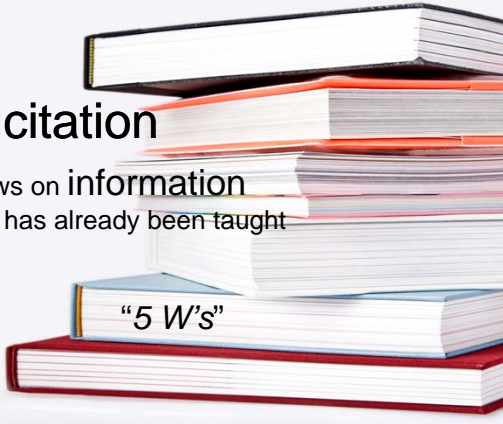
6 Types



Elicitation
Elaboration
Clarifying
Inventive
Divergent
Heuristic

Elicitation


draws on **information**
that has already been taught



"5 W's"

Elaboration

solicit their **reasoning**



"Why do you think so?"

Clarifying

extend **thinking** by asking for an **example** or **evidence**

"Can you show me where you found that information?"



Using
Writing
to
Check for Understanding



Writing

Once upon a time,

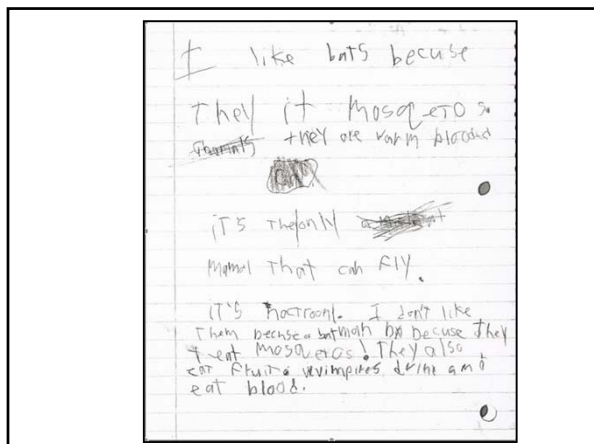
GIST Summary

RAFT Writing

Crystal Ball

Writing Prompts





Use checklists to keep writing projects on track

Name: Chloe

Literacy Letter #8
check-off list

Please turn in this list at the end of the night of your literacy hour.

- Font: Times New Roman, size 12
- Double spaced
- Title underlined?
- Include the author?
- Date written out: September 22, 2008
- Greeting with someone: Dear Dr. Moon,
- Indent paragraph #1
- Paragraph #1: Did you provide an update of your book?
- Indent paragraph #2
- Paragraph #2: Did you answer the prompt?
- Closing with a sentence: Sincerely,
- Signature under the closing
- Say out loud "I am smart!"
- P.S. I rate my book a ____
- Spell & grammar check?
- Read it once
- Reread it!
- Reread it aloud!
- Did you refer to the comments on last week's literacy letter for guidance?

This week's prompt:
Paragraph #2 - You have written an essential essay about what motivates you. In this week's letter, write about what motivates the characters in your book. You know some of them very well. What kinds of things keep them going? Give details and remember that this paragraph should be 1/2 page.

Feed back

How am I going?

“Feed-bad”

Introduction
A healthy organization needs to capital resources it has. However, effective in charge and hoping for the best. Effective specific functions. These four functions and controlling. Planning is specifying appropriate actions needed to achieve coordinating the human, financial, physical achieve goals. Leading is stimulating performance and implements necessary changes. (Bateman) When working with these four functions to helps to create and mold a good structure for an organization. When all functions are at high, it helps make an organization run more smoothly. If one function is in a decline an organization will decline as well, because these functions are like bricks in a wall. They depend on one another for support and are interlocked. If one has a crack they all soon will crumble.

Planning
Historically, planning described a top-down approach in which top executives established business plans and told others how and when to implement them. The growth and development of organizational theory has resulted in a broader and deeper understanding of how management can and should plan in order to ensure the health of

*On time.
Meets word count requirement.
APA style coming along but still has minor errors.
Answers question.
8.5/10*




“Feedback should cause thinking.”

William, 2011, p. 127

Mismatch between feedback and core beliefs

Teachers pay most attention to language form, but believe there's more to good writing than accuracy.



Lee, 2009

Mismatch between feedback and core beliefs

Teachers use error codes although they think students Have limited ability to decipher them.



Lee, 2009

Mismatch between feedback and core beliefs

Teachers respond mainly to student weaknesses even though they believe feedback should include both strengths and weaknesses.



Lee, 2009

Making feedback useful



- Timely
- Specific
- Understandabl
- e
- Actionable

Feedback about the task

Most common type "You're pointing to the right one."

Corrective feedback "You'll want a transition between these two ideas in your paper."

Not useful without additional information

"Reread Section 3 of the text because you have this one wrong."

Feedback about the processing of the task

Did you use the FOIL method to solve that problem?

It seems like a prediction might help here, right?

Feedback about self-regulation

When you put your head down, you stopped listening to your group members.

I think you achieved what you set out to achieve, right?

Feedback about the self as a person

You have great stamina because I can see you've been working on this for several minutes.

I bet you're proud of yourself because you used that strategy we've been talking about, and it's working for you.

Structure the feedback for effectiveness

Begin with a description of performance.

Follow with guidelines of what to continue doing, or to change.

End with encouragement to persist.

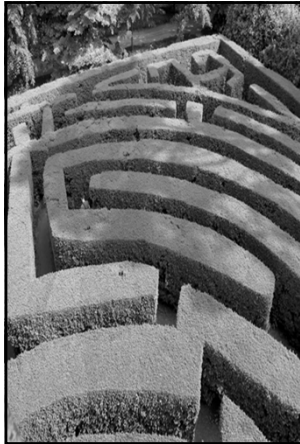


Zwiers, 2008

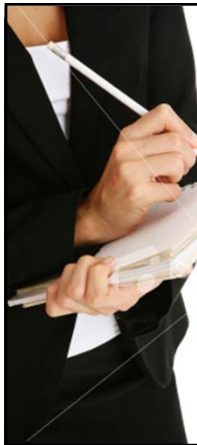
How do you use feedback to improve student performance?

When does it work, and when doesn't it?





Feed forward
Where to next?



Feeding forward involves...
Misconception analysis
Error analysis
Error coding

Error Analysis

- To align instructional practice
- To analyze student work
- To make instructional decisions





Feed up: establishing purpose

Check for understanding: daily monitoring

Feed back: providing information about success and needs

Feed forward: using performance for "next steps" instruction and feeding this into an instructional model

Nancy Frey
Douglas Fisher
The Formative Assessment Action Plan
Practical Steps to More Successful Teaching and Learning

thank
you

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