

Providing Feedback on a Student Assessment Assignment

This assignment aligns with FEAP 6: Data & Assessment. Please read the description for each FEAP below.

Support, encourage, and provide immediate and specific feedback to students to promote student achievement:			
Unsatisfactory	Developing	Accomplished	Exceptional
There is limited evidence that the teacher candidate provides any feedback to learners about their responses or their success on tasks.	The teacher candidate may provide some feedback to students, but it is not always supportive, consistent, immediate, or specific.	The teacher candidate provides feedback to students in a supportive, consistent, timely, and specific manner, allowing students to gain an understanding of their own progress and work toward meeting goals and achieving mastery.	The teacher candidate creates an environment where all learners are supported using a variety of feedback techniques in order to maximize learning and to help learners self-regulate their own progress toward achieving goals.
Utilize student feedback to monitor instructional needs & to adjust instruction:			
Unsatisfactory	Developing	Accomplished	Exceptional
There is no evidence of collection of student feedback or data for use in adjusting instruction.	The teacher candidate collects student data, but does not use it to modify or adjust instruction based on student learning or student needs.	The teacher candidate utilizes student feedback and data, both formal and informal, to make instructional decisions and accommodations within the lesson as it is being taught.	The teacher candidate utilizes formal and informal feedback and data to adjust instruction and plan for future instruction. There are also strategies for students to self-monitor their own learning.

Directions:

Plan to give your students a formative or summative assessment and collect their work.

Next,

- Read the articles from Edutopia: a) [“One Word to Drop from Your Teacher Vocabulary”](#) and b) [“Make it Count: Providing Feedback as a Formative Assessment.”](#)

Format your assignment submission by completing numbers 1 - 3.

1. Select at least 3 student papers and use the RISE Model (in article) to provide student feedback. Submit the student papers for the assignment with your feedback for the students included for each paper. Make sure the papers do not contain student names.
2. Next, write a plan on how you will share the feedback with the students. Make sure you address how the students will use your feedback to improve their learning. Article, [“Getting Students to Engage with Feedback.”](#)
3. How did the assessment collected from students for this assignment inform your instruction? For instance, did you make any changes to your lesson plans or did you meet with students individually to provide specific feedback about their work? What impacts did this assessment have on student learning? Describe how you shared the specific feedback with students and how they responded to your feedback.
4. Use the Rubric below to self-assess your work before you submit the assignment.

Scoring rubric: Self assess before you submit!

	8	6	4	2	0
Written plan of how feedback will be shared with students	Well considered plan of how feedback will be provided and shared with students with appropriate citations to suggested readings AND Plan	One of the following criteria not adequately addressed: *Well considered & detailed plan of how feedback will be	Two of the criteria not adequately addressed.	Three of the criteria not adequately addressed	Written plan not included, or included plan addresses none of the stated criteria.

	includes a discussion of how students will be expected to use the provided feedback to improve their learning.	provided *well considered plan of how feedback will be shared with students *Appropriate citations from suggested readings supporting the plan. *Discussion of how students will be expected to use feedback to improve their learning.			
Three student papers are submitted with feedback		Three papers submitted, identifying information obscured, feedback evident on all three submissions	Only two papers submitted or identifying information present or feedback evident only for two submitted papers. Two or more issues with number of submissions / identifying features present	Three or more issues with number of submissions / identifying features present	Student papers not submitted
Quality of feedback on student work	Feedback for all three students is specific, appropriate (according to the submitted plan and cited sources) and consistent with the RISE	One of the following criteria not adequately addressed: *Feedback specific and appropriate *Consistent with The	Two of the criteria not adequately addressed	One of the criteria not adequately addressed	Feedback is not adequate and not consistent with the rise model.

	model.	RISE model *feedback on one paper is lacking in quality.			
Utilize student feedback to monitor instruction and to adjust instruction	Reflection is provided that describes how feedback was utilized to monitor instruction and to adjust future instruction.		The teacher candidate collects student data, but does not describe how they modified or adjusted instruction based on student learning or student needs.		There is no evidence of collection of student feedback or data for use in adjusting instruction.