

Providing Feedback on a Student Assessment

Student Work Samples and RISE Feedback

I. Function Tables

D) Complete the table and graph. $f(x) = 5 - 2x$

x	f(x)
-2	9
0	5
4	-3

Amazing job! You understand how to substitute x-values. I see that putting parenthesis helps you keep it up!

3) Find the slope and yint. of each line. AND write the equation in slope-intercept form.

A. slope: $\frac{3}{2}$ yint: 4
equation: $y = \frac{3}{2}x + 4$

B. slope: $\frac{3}{5}$ yint: -5
equation: $y = \frac{3}{5}x - 5$

* EXTRA CREDIT *
x-intercept of line A: 4

2) choose 2 x values to complete the table and graph. $y = \frac{1}{3}x - 2$

x	y
6	0
3	-3

You correctly used the equation given to graph a line. What work would you show how you substitute and complete the table? Look back at #1

4) Graph each line below on the provided graph

A. $y = -\frac{2}{3}x + 6$

B. $y = 3x - 4$

Great! I see you understand how to spot key features of line

I. Function Tables

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12/21 60%

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x	y
6	0
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4) Graph each line below on the provided graph

A. $y = -\frac{2}{3}x + 6$

B. $y = 3x - 4$

Close! Look over your work. What point or x-value does the line pass thru

3) Find the slope and yint. of each line. AND write the equation in slope-intercept form.

A. slope: $\frac{3}{2}$ yint: 4
equation: $y = \frac{3}{2}x + 4$

B. slope: $\frac{3}{5}$ yint: -5
equation: $y = \frac{3}{5}x - 5$

* EXTRA CREDIT *
x-intercept of line A: 4

2) choose 2 x values to complete the table and graph. $y = \frac{1}{3}x - 2$

x	y
6	0
3	-3

What work could show how to substitute the x-values

4) Graph each line below on the provided graph

A. $y = -\frac{2}{3}x + 6$

B. $y = 3x - 4$

Correct y-int and start of slope but check that the slope continues the same for the rest of the line

I. Function Tables

D) Complete the table and graph. $f(x) = 5 - 2x$

x	f(x)
-2	9
0	5
4	-3

Great! Keep showing your work, it helps you keep it organized & correct. Use a straightedge

3) Find the slope and yint. of each line. AND write the equation in slope-intercept form.

A. slope: $\frac{3}{2}$ yint: 4
equation: $y = \frac{3}{2}x + 4$

B. slope: $\frac{3}{5}$ yint: -5
equation: $y = \frac{3}{5}x - 5$

* EXTRA CREDIT *
x-intercept of line A: 4

2) choose 2 x values to complete the table and graph. $y = \frac{1}{3}x - 2$

x	y
6	0
3	-3

I see you used the equation to graph the line, but how could you use that line to complete the table?

4) Graph each line below on the provided graph

A. $y = -\frac{2}{3}x + 6$

B. $y = 3x - 4$

We are missing line A

Correct y-int and start of slope but check that the slope continues the same for the rest of the line

Plan for Sharing Feedback

After the students complete their Linear Functions Test, I plan to select three student assessments and provide individualized feedback using the RISE Model: Reflect, Inquire, Suggest, and Elevate. My goal is to help students recognize what they did well, understand where they made mistakes, and think about how they can improve.

I plan to meet with the three students for a 10-minute focus group. I will return their tests with the written feedback and give them two to three minutes to look over their work, read my comments, and identify their mistakes. Afterward, they will complete Part 1 of a feedback and reflection worksheet, where they will identify something they did well and an area they need to improve. Once everyone finishes, I will use the questions in Part 2 of the worksheet to guide a discussion. I want to understand what students take away from the feedback, whether they can recognize their mistakes, and whether they can figure out how to correct their work or need additional guidance. The questions will serve as a guide for our conversation and allow students to explain their thinking and learn from one another. At the end of the discussion, students will independently complete Part 3 of the worksheet, reflecting on what they learned from the feedback and what could help them improve in linear functions. I want to give them a chance to share their thoughts honestly and help me understand what they need as learners.

This approach connects to the Edutopia article *Getting Students to Engage with Feedback*, which emphasizes the importance of helping students actively engage with feedback instead of simply receiving it. I also want to create a supportive environment where students can recognize their mistakes without feeling discouraged. My goal is for them to view feedback as an opportunity to learn and improve rather than simply as a judgment of their performance.

After the focus group, I will review the students' responses and compare them with their test papers to identify areas where they may need additional support. I will also consider whether the feedback helped them understand their mistakes and what they can do differently next time. Through this process, I hope to encourage students to take a more active role in their learning while using their perspectives to guide my future instruction.

Reflection on Assessment and Instruction

The Linear Functions Test helped me see how well students understood the concepts we covered throughout the unit. However, I wanted to look beyond their scores and better understand why they made certain mistakes. After reviewing three students' tests and providing feedback, I met with them for a 10-minute focus group. This allowed me to hear their thoughts about the test, see how they responded to the feedback, and learn more about what they found challenging.

During the focus group, I gave students a few minutes to look over their tests and read my comments. I noticed that they were able to identify their mistakes when they had the opportunity to go back and review their work. However, two students shared that they felt rushed during the test. They explained that they wanted to go back and check their answers but felt pressure to keep moving because they did not want to leave any questions blank. This made me

realize that students may understand more than their test scores show, but they may struggle to slow down and check their reasoning under pressure. I want to help students develop strategies for checking their work and managing their time during assessments. Another thing I noticed was that students struggled more with concepts they had learned earlier in the unit. One student mentioned remembering some of the problems we completed in class but having difficulty recalling the concepts from the beginning of the chapter. I also noticed that students generally did better on Question 3, which covered material they had practiced more recently. This made me think about how important it is for students to continue reviewing previous concepts instead of only focusing on what they are currently learning.

We also discussed the test review, which closely reflected the types of questions students saw on the test. Since the review was optional and offered extra credit, students had the opportunity to use it to prepare. However, our discussion made me realize that students were not always taking advantage of this opportunity. I encouraged them to take more initiative in studying outside of class because completing classwork alone may not provide enough practice to help them remember and apply concepts independently. Students need opportunities to revisit material and strengthen their confidence before an assessment.

The biggest takeaway for me was that students need more help connecting the different concepts within linear functions. From looking at their work, I felt that they understood many of the individual steps but did not always see how everything fits together. For example, the points in a function table are the same points that appear on a graph. Those points can also help students find the slope, identify the y-intercept, and understand the equation of the line. When students learn each skill separately, they may struggle when a question asks them to use the same information differently. Because of this, I want to make changes to how I approach future lessons. Instead of focusing only on teaching students the steps for completing a function table, graphing a line, or writing an equation, I want to incorporate more visual activities that show how these concepts connect. For example, students could start with a function table, plot the points, draw the line, identify the slope and y-intercept, and then write the equation. We could also do the reverse by starting with an equation and having students identify what the table and graph should look like. I believe these activities would help students develop a stronger understanding of linear functions instead of simply memorizing procedures.

Overall, this experience reminded me that assessments are not just about assigning grades. They can also help me understand what students know, where they need support, and how I can improve my teaching. The focus group allowed me to hear directly from students instead of making assumptions based only on their mistakes. Moving forward, I want to use their work and feedback to plan lessons that make stronger connections between concepts, give students more opportunities to practice, and help them become more confident in their mathematical abilities.

Self-Assessment Reflection

I believe one thing I did well was providing feedback that helped students recognize their strengths and areas for improvement instead of simply marking answers wrong. The focus group also gave me the opportunity to hear students' perspectives and better understand the challenges they faced. One area I want to improve is using assessment results to make more intentional changes to my lessons. This experience showed me that students may understand individual steps without seeing how concepts connect. Moving forward, I want to include more visual activities and opportunities for students to explain their thinking. I also want to find ways to check whether students can apply the feedback independently and use it to improve their understanding.