



Honor the Most Important "F" in Class — Feedback

Maximize opportunities for writer feedback.

Acknowledge the 3 sources & 3 phases of feedback.

	BEFORE	DURING	AFTER
TEACHER			
PEERS			
ONESELF			



Conferring with writers is our most critical writing workshop role."

~ Carl Anderson, *How's It Going?*

Execute occasional *product* conferences.

- Individualized
- Thorough
- Summative
- Writing-focused
- Lengthy
- Infrequent

END OF THE UNIT

Increase *process* conferences.

- Individualized or grouped
- Targeted
- Formative
- Writer-focused
- Short
- Frequent

WITHIN THE UNIT



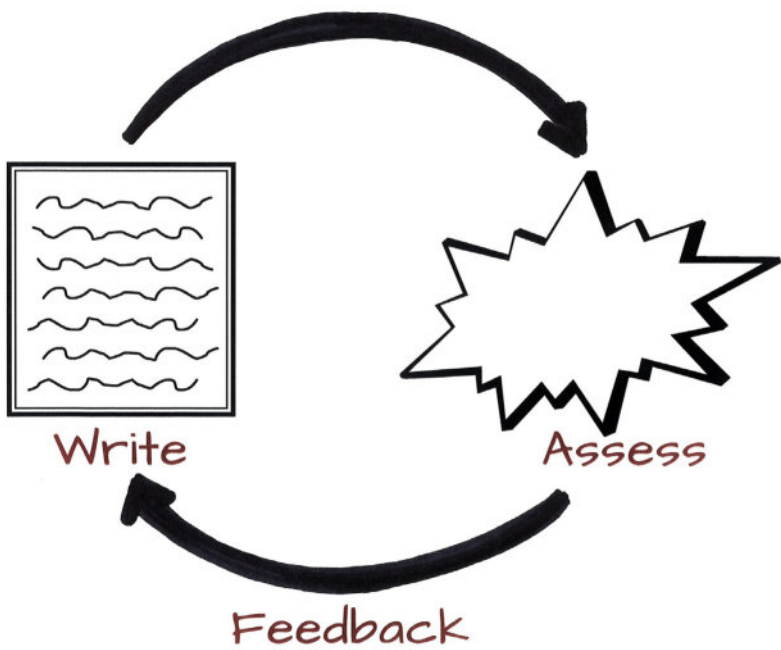
"...Feedback was among the most powerful influences on achievement. Most programs and methods that worked best were based on heavy dollops of feedback.... The more feedback during the process, the better students can achieve the goals."

~ John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*



Shift your instructional focus from grading *writing* to growing *writers*.

Complete the feedback loop— frequently and efficiently.



When you assess

Determine the frequency of assessment.

What you assess

Determine the level of assessment.

- Submission
- Gist of message
- Depth & accuracy of message
- Organization and flow of information
- Overall product— *excluding* conventions
- Overall product— *including* conventions



“The powerful thing about the feedback loop is that assessment and teaching happen in real time.”

~Carl Anderson, *Writing Conferences*

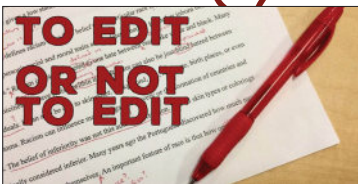
How you communicate

Determine the mode of feedback.

- Could combine multiple approaches.
- Rubric scores
 - Rubric scores with comments
 - Written comments on the product
 - Live comments (i.e., within a conference— in person, video chat, etc.)
 - Recorded comments



SECRET SITE RESOURCES



Stop editing all student errors.

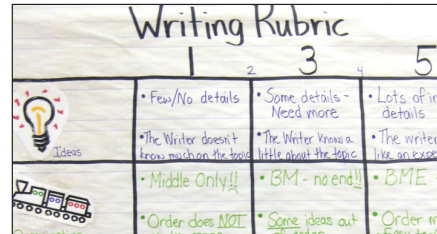


Hold writer-process conferences daily.

Balance summative and formative assessments.

Generate kid-friendly rubrics.

- 1 Provide instruction.
- 2 Build/Grow the rubric with students.
- 3 Announce the task/product.
- 4 Assess the product.
- 5 Provide precise feedback.



Build kid-friendly writing rubrics.



Rubric Calculator										
Name: John Smith										
Assignment: Famous Hoosier Report										
	1	2	3	4	5	Points Possible	Trail Score			
IDEAS	1	2	3	4	5	25	20			
ORGANIZATION	1	2	3	4	5	25	22.5			
VOICE	1	2	3	4	5	10	9			

Utilize the *Comments* section of the *Rubric Calculator*.

Convert rubric scores to grades.



Mark up the criteria to differentiate feedback.

Communicate feedback within the writing rubric.

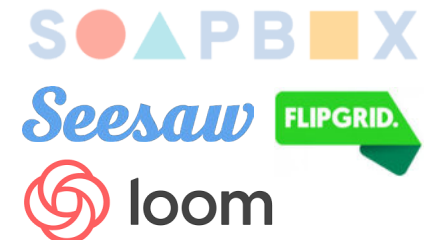
Provide authentic feedback via videos.

Play up the power of videos.

- Communicating via video is easy, engaging, and efficient.

Honor the authenticity of this mode.

- 80% of internet use is video-based.
- Four times as many people would rather watch a video than read an article.
- 53% of people feel more favorable about a company who provides a video.
- 43% of people want to see more video content.
- Marketers who use video grow revenue 49% faster than non-video users.





Facilitate feedback in four steps.

STEP 1: INVITE

Review what is to be assessed.

- *What facet(s)?*
- *What part(s)?*
- *What skills?*
- *What traits?*
- *What information?*

IN PERSON:

- *Tell me what you know should be included in this part.*
- *Describe what a “good” one would look/sound like?*

Invite students to share a portion.

- Listen to their drafts for the facets you previously identified as areas of assessment.

NOT IN PERSON:

- Read the writing for the facets you previously identified as areas of assessment.

STEP 2: COMPLIMENT

Identify a trait-based skill the writer executed well. Explain the impact of this skill for the reader.

- *All of your sentences are about ____.*
Staying on topic is important for the reader to understand your message.
- *You have grouped similar information together. That organization helps the reader follow your thinking.*
- *This sentence/part right here is especially interesting because ____.*
- *This description (point to a passage) helps the reader visualize this part.*
- *These sentences (point to them) all start in different ways. This makes it more interesting for the reader.*
- *This paragraph indent comes at just the right place, telling the reader that you are switching ideas.*

STEP 3: COMMENT

Identify one skill that will help the student become a better writer.

- A trait-specific writing skill
- A writer strategy or habit
- Something specific to the purpose, genre, or format

STEP 4: WRAP UP

Keep the “conversation” short.

- Inquire about the writer’s next step.
- Make a note.



If the piece of writing gets better but the writer has learned nothing that will help him or her another day on another piece, then the conference was a waste of everyone’s time.”

~ Lucy Calkins,

The Art of Teaching Writing,

p 228



Identify those who need additional support.

Set up appointments for differentiation.

- Set aside time for small-group or one-on-one instruction.
- Meet with a few students who have a similar need to offer more instruction and support while they practice.
- Utilize the phone often to talk with students who are not engaged, get behind, and/or need help.



Schedule open help sessions.

STEP 1

Set up “help sessions” at times when students are able to log on.

STEP 2

Post a link for access to the session.

STEP 3

Stay online the entire time as students will pop in and out while completing work.

Customize and differentiate assignments.

- Set times to communicate with the resource, Title, and/or Special Education teachers.
- Invite resource teachers to join live class meetings.
- Special Education teachers may offer a second, separate live meeting for their students.
- Differentiate ways for students to communicate their understanding—including oral products.



SPIN-OFF SESSIONS

PLAN & ORGANIZE | Session 3:
Collaborate & engage while social distancing.

LESSON ESSENTIALS | Session 4:
Support writers at home and school with procedural lessons.

PLAN & ORGANIZE | Session 5:
Convert the writer’s workshop from in-person to virtual.