Descriptive Feedback for Student Learning

Educator demonstrates an understanding of the characteristics of effective feedback, as well as how learners will access and use descriptive feedback to improve their learning.

Key Method

The educator uses effective, accessible feedback suited to students' grade level and context to improve learning and growth.

Method Components

The Impact of Effective Feedback

Feedback is an important component of the formative assessment process. Effective feedback addresses both cognitive and motivational factors at the same time. Done well, feedback can produce long-term positive effects in students, which include the following:

- A solid sense of self-efficacy
- Self-awareness and responsibility
- Self-regulation

When educators understand how to construct and use effective feedback, it can transform classroom culture so that students find value in and take ownership of their learning and growth. Importantly, quality feedback can create the psychological climate necessary to foster trust and engagement, which can help remedy inequalities in the educational system and bring real opportunities for learning to all students.

Components of Effective Feedback

Effective feedback is defined by its accuracy, comprehensiveness, and appropriateness, as well as how accessible it is to the student, meaning that an educator must be able to understand the technical structure of feedback, as well as how to communicate effectively to learners. Effective feedback accomplishes the following:

- Directs attention to intended learning, drawing on strengths and offering specific information regarding how the learner can improve
- Occurs during the learning, while there is time to act on the feedback
- Addresses partial understanding
- Does not do the thinking for the student
- Limits corrective information to the amount of advice the student can act on.

Success Feedback and Next Step Feedback

Success feedback means feedback that defines what was done correctly and describes a feature of quality present in the work. Next step feedback, also called intervention feedback, identifies areas that need improvement and provides enough information so that the student knows what to do next.

Peer Feedback

The ultimate goal of effective feedback is to scaffold students to internalize concepts of quality to self-regulate learning, act on feedback, and provide peer feedback. The process of coming to understand the criteria that work will be judged by and learning to apply it to their own and others' work benefits all learners and narrows the achievement gap between low- and high-achieving students. White and Frederiksen (1998) described two prerequisites for engaging students in peer feedback activities:

- All participants must understand that it is the performance that is being rated, not people.
- Students must be given the means to understand how to do well in their performances; otherwise, performance ratings might be harmful to other learners' progress.

Supporting Rationale and Research

Harlen, Wynne & James, Mary. (1997). Assessment and Learning: Differences and Relationships between Formative and Summative Assessment. Assessment in Education. 4. 365-379. 10.1080/0969594970040304.
https://drive.google.com/file/d/1QbRTktWDb0Kz8ZePdbw-E4mxjK7AQZfV/view?usp=sharing

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Nicol, D. J. (2005). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Accepted for publication by Studies in Higher Education.
http://www.psy.gla.ac.uk/~steve/rap/docs/nicol.dmd.pdf

Shepard, L. A. (2008). Formative assessment: Caveat emptor. In C. Dwyer (Ed.), The future of assessment: Shaping teaching and learning. Retrieved from https://drive.google.com/file/d/1qsA-ALOJQVm3EMjzpl_UAhOHJTHtQVh9/view?usp=sharing

White, B., & Fredericksen, J. (1998). Inquiry, Modeling and Metacognition: Making Science Accessible to all Students. Accepted for publication by Cognition and Instruction.
https://drive.google.com/file/d/1ItlOQpMf7sRGBtp9esdGoe1NdLCrmDY6/view?usp=sharing

Resources

Student Assessment
Resources for student-centered assessment

Seven Strategies of Assessment for Learning

Feedback
Six Insights about Feedback

[Seven Keys to Effective Feedback](#)

[Effective feedback for Deeper Learning](#)

[The Power of Feedback](#)

[Peer Feedback In The Classroom: Empowering Students To Be The Experts](#)

[Planning and Guiding In-Class Peer Review](#)

Formative Assessment
[Oregon Formative Assessments for Students and Teachers](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient rating for all components in Part 2.

Part 1. Overview Questions (Provide Context)

(175 - 250 words)

Please answer the following contextual questions to provide an understanding of your current situation. Please do not include any information that will make you identifiable to your reviewers.

Describe your classroom context. You can include the following details, but you do not have to limit yourself to these:
- Grade level/teaching assignment
- Classroom demographics (i.e., the number of students on free and reduced lunch, English Language Learner population, learners with exceptionalities, race and ethnicity)

Passing: Response provides a clear and concrete understanding of the classroom context of the educator as it relates to the grade level, academic capabilities of the student population, and the specific content area being taught. The educator completely addresses the questions. Writing is organized and easy to follow.

(175 - 250 words)

Please describe your current system/strategies for providing feedback to students. What has been successful? What is your goal for improvement? What specific classroom needs will you address through the use of effective feedback?

Passing: Response describes specific examples of how the educator currently uses effective feedback in formative assessment practice. The educator has provided goals for improvement that demonstrate an understanding of the characteristics of effective feedback, its role in the instructional cycle, and how students actively apply feedback in the learning process. The educator completely addresses the questions. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **five artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Assessment for Learning *OR* an Artifact of Student Work with Feedback
Included:
- Next steps for student learning
- Feedback that was provided to student
- A description of how students used the feedback

Artifact 2: A Video Clip (maximum of five minutes) *or* a Written Description (350 - 500 words)
The video should include either the educator providing effective feedback or students engaged in a feedback activity.

The written description should provide clear evidence of an effective feedback conference you had with a student and the following:
- The student's opinion about the strengths and next steps of their performance or artifact
- The educator's actual feedback to the student about the strengths and next steps for the performance or artifact
- The plan for what the student will do next

Artifact 3: Feedback Form
Create a feedback form you could use with students at your grade level. Make sure to address the following:
- Which unit of study you will use it with

- Which learning targets will be addressed
- At what point in instruction feedback will be offered

Artifact 4: Readiness Checklist
  Create a feedback readiness checklist. Address what students need to have and/or understand to be able to successfully receive and use feedback.

Artifact 5: Short Lesson Plan
Plan an activity or a short lesson that incorporates a peer feedback conference or peer response group. Make sure to include how you plan to support diverse learners in this process.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: An Assessment for Learning *or* **Artifact of Student Work with Feedback**	The learning targets that the specific feedback addressed are clearly expressed. A description of how the student acted on or used the feedback is clearly displayed and/or written and attached. It is clear how the teacher followed up with the student.	The learning targets are expressed, but the feedback given does not specifically address targets given. A description of how the student acted on or used the feedback is vague or unclear. It is vague how the educator followed up with the student.	The learning targets are not expressed. A description of how the student acted on or used the feedback is not present. Evidence of educator follow-up is not present.
Artifact 2: Clip of Feedback *or* **Written Description of Feedback Conference**	The specific learning target(s) addressed by feedback is clear. The characteristics of effective feedback are clear and present in the video. Students are clearly engaged and participating in the feedback process.	The specific learning target(s) addressed by feedback is vague, or there is feedback included about aspects of quality not related to the learning target. Some but not all of the characteristics of effective feedback are clear and present	No specific learning target is addressed. Several of the characteristics of effective feedback are not addressed. Students are not engaged. There is no evidence of students acting on feedback in the video clip.

	The specific learning target(s) addressed by feedback is clear. The characteristics of effective feedback are clear and present in the written plan.	in the video. Feedback may be present but not relevant to the learning target. Students are passive recipients of feedback. It is unclear whether they know how to use the feedback given. The specific learning target(s) addressed by feedback is vague, or there is feedback included about aspects of quality not related to the learning target. Some but not all of the characteristics of effective feedback are clear and present in the written plan. Feedback may be present but not relevant to the learning target.	The learning target(s) are not expressed. Several of the characteristics of effective feedback are not addressed.
Artifact 3: Feedback Form	All components of the feedback form are included. The form created is developmentally appropriate for the grade level. It is clear that the purpose of the form	All components of the feedback form are included. The form created is developmentally appropriate for the grade level. The purpose of the form is vague. It is not clear whether it is	Not all the components of the feedback form are included. The form created is not developmentally appropriate for the grade level. The purpose of the form is to be used

	is intended for use *during* the learning.	meant for formative or summative use.	after learning has concluded. The student would not have the opportunity to act on the feedback.
Artifact 4: Feedback Readiness Checklist	The checklist includes 3–5 criteria. The checklist clearly addresses what the student should know, be able to do, and have practiced to be successful in receiving and acting on feedback.	The checklist includes 3–5 criteria. The checklist only partially addresses what the student should know, be able to do, and have practiced to be successful in receiving feedback.	The checklist does not contain 3–5 criteria. It is unclear what the student should know, be able to do, and have practiced to be successful in receiving feedback.
Artifact 5: Peer Feedback	The lesson plan includes a clear target that students will provide each other with feedback on. The lesson plan clearly describes the format for partner or group peer feedback. The process for scaffolding is included. The format for peer feedback is developmentally appropriate. The short written description of how the lesson went clearly describes strengths and	The lesson plan includes a clear objective that students will provide feedback on. The lesson plan vaguely describes the format for partner or group feedback. The process for scaffolding may be unclear or only partially described. The format for peer feedback is developmentally appropriate. The short written description of how the lesson went vaguely describes strengths and refinement for peer	The lesson plan does not include a clear objective that students will provide feedback on. The lesson plan does not include how peer feedback was given. The format for peer feedback is not developmentally appropriate. The short written description of how the lesson went is not included.

	refinement for peer feedback.	feedback. The next steps for improving the peer feedback process may not be included.	

Part 3. Reflection

(350 - 500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.

1. How did engaging with these artifacts impact how you think about and use formative assessment with your students? Please use specific examples from your classroom experience and/or student observations.
2. Explain how your feedback to students changed and/or stayed the same as you created this portfolio. Include how feedback to diverse students changed and/or stayed the same. Give specific examples.
3. How have you observed effective feedback impacting specific students' learning and growth and/or the culture of the classroom? Give specific examples.
4. What components of effective feedback would you like to continue to work on in the future? What will your next steps be in continuing to refine your practice?

Passing: Reflections answer all questions and cite specific examples and/or observations from the classroom experience. Reflections relate the portfolio experience to the use and implementation of effective feedback in the classroom. Reflection includes specific and actionable next steps for integration into future practice.