

A P P E N D I X A

Assessing Learning & Feedback Strategies

Assessing Learning



Grade

mastery of learning targets



Post

everything possible to make learning visible



Document

progression of project process



Celebrate

achievement of personal/team goals



Showcase

development of skills

EXAMPLE WEEK

Monday



Students conduct team stand-ups



Teams post progress on project steps

Teacher sets the week's expectations and assigns article over concept for Socratic seminar, providing additional resources for understanding

Tuesday



Students post daily goals and work on team agenda

Teacher circulates to teams, providing just-in-time learning as needed, identifying what work students could submit for learning targets and posting any resources that other teams can use in easy-to-access places

Wednesday



Teacher conducts individual conferences on previous concept and provides feedback on individual work



Teams conduct retrospectives, celebrating wins and identifying areas of improvement

Thursday

Class has a Socratic seminar over the concept article



Teacher celebrates progression of understanding and addresses any misconceptions



Students record main takeaways of concept and submit reflection

Friday



Teams meet with clients and record feedback; teams decide on their next course of action

Teacher circulates to teams, providing just-in-time learning as needed



Teacher posts next week's schedule

Effective Feedback Strategies

COMMUNICATE CLEAR GOALS AND JUSTIFICATION TO REFERENCE OFTEN IN FEEDBACK

Strategies:

- Goals should be clear and concise. Link to in-depth information if necessary.
- Provide checklists when you have specific requirements.
- Provide information in multiple ways when possible, such as videos explaining the expectation.
- Review goals and expectations often, especially early on.
- Review how to find or receive and how to respond to feedback often, ideally after checkpoints.

PROVIDE PERSONAL, TIMELY, CLEAR, AND ENCOURAGING FEEDBACK

Strategies:

- Refer to students by name, even in typed feedback.
- Provide feedback within two weeks of submission.
- Tie each piece of feedback to a specific course goal; if it doesn't connect, don't comment.
- Communicate how far students have progressed towards a goal and what next steps are.
- Feel free to use video feedback, but pair it with written feedback that is easily accessible.

USE A DIALOGICAL APPROACH, TRANSFERRING AUTHORITY AND RESPONSIBILITY TO THE LEARNER

Strategies:

- Ask students to assess example work with assignment checklists and rubrics.
- Ask questions and make suggestions rather than making statements and marking errors.
- Comment on rubrics rather than on student work.
- Conference with students one-on-one or in groups and allow students to schedule meetings.
- Encourage students to respond to feedback in some way (e.g. rewriting, tracking, reflecting).
- Differentiate between the abilities of learners, such as by using the "[Matrix of Feedback](#)."

CREATE A PATH FOR AUTONOMY

Strategies:

- Encourage students to set individual goals tied to course outcomes and conduct self-assessments.
- Use a peer-review process; provide a space (e.g. review groups, discussion boards) to provide regular, continuous feedback on performance.
- Encourage students to crowdsource feedback by posting works in progress and soliciting feedback from the larger group.
- Allow students to feel frustrated because the answer to the problem is not readily apparent. This is where real growth happens.
- Ask students to provide reflections on their work to identify strengths and weaknesses.
- Continue to provide specific feedback on the above strategies to encourage progress.

SAVE TIME

Strategies:

- Don't spend time identifying/marking repeated errors or errors not tied to course goals.
- Don't spend time giving/writing general feedback (e.g. Great job!). Leave sections of the rubric blank.
- Don't spend time giving feedback on work that can't be revised or replicated.
- Don't spend time giving feedback students can identify themselves or give each other.
- Don't spend time giving feedback at the end of the semester/year—let the students take over!

DOWNSIDE: These strategies take time to set up effectively and use class time to put in place.

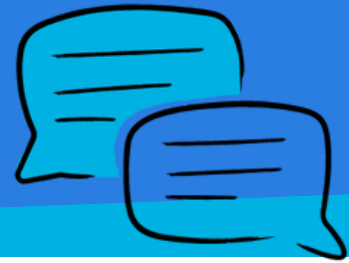
UPSIDE: They save quite a bit of time outside of class once the procedures are routine.

A Matrix of Feedback for Learning

	FEEDING UP: Where am I going?	FEEDING BACK: How am I going?	FEEDING FORWARD: What do I have to do next?
TASK	<p>Feeding-Up Prompts:</p> <ul style="list-style-type: none"> • Today we are learning... • Success in this task will look like... (explanation) • The key criteria for success are... • We are looking for... <p>Feedback Strategies</p> <ul style="list-style-type: none"> • Reduce complexity Use exemplars/models • Identify misconceptions • Use diagnostic assessment for goal setting 	<p>Feeding-Back Prompts:</p> <ul style="list-style-type: none"> • You have/haven't met the learning intention by... • You have/haven't met the success criteria by... • Your answer/work is/isn't what we are looking for because... <p>Feedback Strategies</p> <ul style="list-style-type: none"> • Avoid over emphasis of error analysis • Feedback must be immediate • Match feedback to success criteria 	<p>Feeding-Forward Prompts:</p> <ul style="list-style-type: none"> • To fully meet the learning intention you could... • Addressing the following success criteria would improve your work... • Adding/removing _____ would improve your work. <p>Feedback Strategies</p> <ul style="list-style-type: none"> • Use language from the success criteria • Use scaffolding • Feed forward must be timely • Use challenge • Refer to goals
PROCESS	<p>Feeding-Up Prompts:</p> <ul style="list-style-type: none"> • The key ideas/concepts in this task are... • These ideas/concepts are related by... • Key questions you could ask about this task are... • Strategies you will need in this task are... <p>Feedback Strategies</p> <ul style="list-style-type: none"> • Use graphical organizers • Reduce scaffolding • Increase complexity • Use mastery goals 	<p>Feeding-Back Prompts:</p> <ul style="list-style-type: none"> • Your understanding of the ideas/concepts within this task is... • You demonstrated _____ skills to a _____ level. • You used _____ strategies to a _____ level. <p>Feedback Strategies</p> <ul style="list-style-type: none"> • Feedback amount can start to increase • Feedback complexity can increase • Use prompts or cues 	<p>Feeding-Forward Prompts:</p> <ul style="list-style-type: none"> • You could improve your understanding of _____ concepts by... • Thinking further about _____ could improve your work by... • You could improve your _____ skills by... <p>Feedback Strategies</p> <ul style="list-style-type: none"> • Feed forward amount can start to increase • Feed forward complexity can increase • Use prompts or cues • Use challenge
SELF-REGULATORY	<p>Feeding-Up Prompts:</p> <ul style="list-style-type: none"> • How will you use the learning intention? • How could you use the success criteria? • Which other ways could you monitor your work? <p>Feedback Strategies</p> <ul style="list-style-type: none"> • Reduce emphasis of exemplars • Mastery and performance goals 	<p>Feeding-Back Prompts:</p> <ul style="list-style-type: none"> • Are you on track with your work? • How do you know? • To which level are you satisfying the success criteria? • Are you on track to achieving your goal? • How do you know? <p>Feedback Strategies</p> <ul style="list-style-type: none"> • Delay feedback • May only require verification feedback 	<p>Feeding-Forward Prompts:</p> <ul style="list-style-type: none"> • How could you deepen your understandings? • How could you improve your work? • What is the next step for your learning? • How do you know? <p>Feedback Strategies</p> <ul style="list-style-type: none"> • Delay feedback • Reduce teacher reliance • Develop self-regulated learners

Client Feedback Form

Understanding the Employer Experience



Please rate your experience based on the criteria below. We would appreciate any feedback you have about your experience working with this student and the project they completed for your organization.

Client Name _____

Student Name _____

Business / Organization Name _____

How would you rate your overall experience working on a Client Connected Project (CCP) with our students?

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

How was the student's communication throughout this process? (i.e. Were they easy to contact? Did they ask enough questions to create a satisfactory product?)

Excellent Good Average Poor Very Poor

How do you feel about the final product? (i.e. Is it what you asked for? Is it what you needed? Does it represent your company or group?)

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

After receiving feedback on the first round of created projects, was the student responsive to what you said? (i.e. Did they make changes according to your wishes?)

Excellent Good Average Poor Very Poor

Did the student create something that you plan to use?

Yes Maybe No

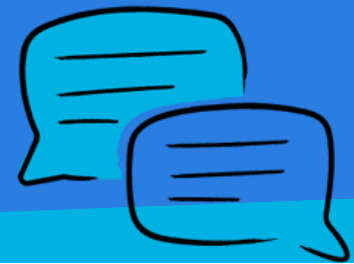
How likely would you be to recommend working with high school students with a colleague or other business/organization?

Very Likely Likely Neutral Unlikely Very Unlikely

Are there any other comments you would like to share about your experience working with our students?

Student Feedback Form

Understanding the Student Experience



This is a survey about working on a client-connected project (CCP) in the classroom. For the first part of this survey, we are going to give you a set of statements, and we need you to think about two different time periods in response to each statement.

*First, how true was this for you BEFORE you started the client-connected project?
Then, how true was this AFTER you finished the client-connected project?*

Not at all true	Not very true	Somewhat true	Mostly true	Very true
-----------------	---------------	---------------	-------------	-----------

The difference before and after completing my Client Connected Project:

1. I am comfortable working with people I have never met before.
2. I am comfortable working on unfamiliar tasks.
3. I am comfortable working in new places.
4. I identify all the tasks I need to get done for a project.
5. I can make a plan for how to finish project tasks on time.
6. I seek out new information when I'm working on a project.
7. I use new information to revise my understanding of a topic.
8. As soon as I see things aren't going right with a project, I do something about it.
9. I am able to explain, elaborate on, or justify my thinking to others.
10. I share ideas with others to accomplish a task.
11. I think an exchange of ideas among team members can lead to creative solutions.
12. I am able to work with others to complete a project.
13. I am comfortable accepting a group's decision even if I have a different opinion.
14. Once I've decided to accomplish something, I keep trying, even if it is harder than I thought.
15. My ability grows with effort.
16. I am confident that I can perform effectively on many different tasks.

As a result of my Client Connected Project experience:

1. I will be able to achieve most of the goals that I have set for myself.
2. I learned about jobs that I didn't know existed before
3. My experience helped me consider work I may or may not want to do in the future.
4. I can determine how my interests and strengths connect to different career opportunities
5. I acquired new skills and knowledge in my experience that will benefit me in the future.
6. I interacted with adult mentors other than my teacher(s) as part of my CCP.
7. I think it is important to ask for guidance on my work from adult mentors.
8. I generally seek out as much information as I can from adult mentors.
9. I found value in the feedback provided by my adult mentors.
10. I am able to adjust my ideas after receiving feedback from my adult mentors.
11. I feel comfortable reaching out to my adult mentors for guidance related to my career goals.

How useful is the information you have learned through this experience:

1. How often did you apply what you learned to a situation outside the classroom?
2. How often did you address issues that are important to people outside your school?
3. How useful is the information you have learned to you in your life outside of school?
4. How useful is the information you have learned for your work in other classes?
5. How useful is the information you have learned for a job you will have in the future?

MVA Student Outgrowth Guide

Checklist for Work Experience MVA Assessment

Student outgrowths are the outcomes of an MVA. The MVA guide is used for creating the experience that will ultimately result in those outgrowths. Overall, whether or not a student earns a “Work Experience MVA” can be assessed by both the elements of building the experience and the outcomes of the experience. Consider using this checklist to review evidence like a portfolio or interview/conversation with the student.

- The student worked with an expert in the field for the recommended amount of time to learn and receive feedback while completing [CCP, EE, internship, seal of biliteracy, Scouts, etc].
- The students met course learning targets while completing the MVA
- The student compiled evidence of learning and skill growth, made connections, and reflected thoughtfully.
- The project prompt or problem statement (CCP or EE) or internship assignments are open-ended, multifaceted, and require the application of new learning

Outgrowths

- Benefits from social capital
 - Revisits and tests interests
 - Seeks feedback from mentors who are outside of the school context
 - Communicates clearly
 - Collaborates to an end
 - Plans and manages projects
 - Is proactive
 - Works through difficulty
 - Conducts research and refines plans
 - Is comfortable in different contexts
-