INTEGRATING FEEDBACK LOOPS INTO YOUR WRITING INSTRUCTION

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HELLO!

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TODAY'S AGENDA & OBJECTIVES

Just what – exactly – will we do today and why will we do it?

Agenda

1. Reading for Meaning
2. Feedback Analysis, Part I
3. Defining the Feedback Loop
4. Feedback Analysis, Part II
5. Planning for Loops
6. Closing

Objectives: By the end of the session, participants will be able to –

1. define feedback as an ongoing, two-way process;
2. delineate the varying types of feedback and their efficacy; and
3. integrate feedback loops into routine writing instruction.

FIRST THINGS FIRST.

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1.

READING FOR MEANING

Let's start with the knowledge we bring to the table.

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TURN AND TALK

Discuss with someone next to you the level of comfort you have with or the success you have had in providing feedback. Alternately, feel free to talk about your struggles in this area.

READING FOR MEANING

HANDOUTS 1 & 2

1. Complete the middle column of the handout.
2. Read the article, "Seven Keys to Effective Feedback," using the info to cite evidence for or against each statement in the middle column of the handout.
3. You may change your responses to the questions, if you choose.

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"ANY USEFUL FEEDBACK SYSTEM INVOLVES NOT ONLY A CLEAR GOAL, BUT ALSO TANGIBLE RESULTS RELATED TO THE GOAL. "

~Grant Wiggins

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2.

FEEDBACK ANALYSIS, PART I

Tell ‘em what you think.

Feedback Analysis

The goal of this analysis sheet is to assist you in making a crit of the types and value of the feedback you provide to students on writing assessments. This exercise growth and to help gain higher student achievement results in writing.

Step 1: Pull a sampling of student essays (8-10 from varyi cks) that have already been graded at some point during the school year.

Step 2: Read through all of the feedback you wro g the chart below, tally the type of feedback you provided.

Erro	Critique of Content	General/Non-Descript
Totals		

Step 3: xt, exa ine the number of feedback comments you left per over umber e the chart below to keep track of your data.

Essay #	1	2	3	4	5	6	7	8	9	10
Total # Comments										

Step 4: Read the article, “Give your students better writing feedback.” If the hi k, cut and paste the following URL: http://www.betterwritingfeedback.com/.

Step 5: After reading the article, reflect on your responses to Steps 2 and 3, then answer the following questions.

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Student Writing

Handout 3

Choose one of the student writing samples. Read through the sample and provide the student with feedback on his or her writing.

FEEDBACK ANALYSIS

HANDOUTS 4 & 5

1. Using the feedback you provided on the writing sample, complete steps 1–3 of the Feedback Analysis form.
2. Read the article, "Giving Your Students Better Writing Feedback."
3. Complete step 5 of the form.

TURN AND TALK

Discuss with someone next to you what stood out the most from this exercise.

Any surprises?

3.

DEFINING THE FEEDBACK LOOP

In general.

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794,264,459

Ignore this. I just threw in a number to confuse ELA minds.

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DEFINING FEEDBACK LOOPS

HANDOUT 6

1. Read the article, "Harnessing the Power of Feedback Loops."
2. Jot down your ideas about how this understanding of feedback loops can be applied to writing instruction.

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TAKE A HIKE

Find someone with whom you have not chatted. This will (hopefully) require you to get up and walk. Talk to this new friend about the ideas you just jotted down.

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Feedback Analysis: Post Loop

The goal of this analysis sheet is to assist you in making a critical analysis of how the types and value of the feedback you provide to students on writing assessments has chang d over the course of this professional development. This exercise is for professional growth and to help gain higher ement results in writing.

Step 1: Pull a sampling of student essays (8-1 periods/blocks) from the lesson implementing feedback loops.

Step 2: Read through all of the feedback yo , using the chart below, tally the type of feedback you provided.

Correction of Errors	Critique of Content	General/Non-Descript
Totals		

Essay #	1	2	3	4	5				9	
Total # Comments										

Step 4:

In reflecting on your feedback to students, where do the majority of your comments fall: correction of errors, critique of content, or general? Is the amount of feedback manageable for students or potentially overwhelming?

4.

FEEDBACK ANALYSIS, PART II

Tell 'em what you think – again.

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Student Writing

Handout 7

Choose another student writing sample. Read through the sample and provide the student with feedback on his or her writing.

FEEDBACK ANALYSIS

HANDOUT 8

Using the feedback you provided on the second writing sample, complete the Feedback Analysis: Post Loop form.

Now compare your two forms and see what, if anything, you can draw from the data.

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5.

PLANNING FOR FEEDBACK LOOPS

Let the real fun start!

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Planning for Loops

Handout 9

Using the Planning for a Feedback Loop handout, work to get some of your ideas for implementation down on paper.

Feel free to work with someone and to ask questions!

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6.

CLOSING

"I'm so glad we've had this time
to - ge - ther!"

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WHAT IDEAS DO YOU HAVE FOR IMPLEMENTATION?

PROCESS OF FEEDBACK LOOPS

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BIG CONCEPT

Feedback loops help to ensure students see writing as a process, receive consistent teacher feedback, and have clear direction about how to improve as writers.

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JOIN THE TWITTER CONVERSATION

#EBRedchat

Tuesdays, 7:00PM

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THANKS!

Scan the QR code for *private, online access* to today's documents! (Ovalitine not required.)

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