GEORGIA DEPARTMENT OF EDUCATION

Kathy Cox, State Superintendent of Schools

Training for Georgia Performance Standards

Day 6: Student Work and Teacher Commentary

Content Facilitator's Guide
Mathematics Grades K - 2

We will lead the nation in improving student achievement.

Use of This Guide

This training program was developed by the Georgia Department of Education as part of a series of professional opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards.

The module materials, including a Content Facilitator's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.

Materials (guides, presentations, etc.) will be available electronically on http://www.georgiastandards.org under the training tab after all trainings of Day 5 have occurred. Consult the trainer for other availability.

For more information on this or other GPS training, please contact Claire Pierce (404)657-7063 at cpierce@doe.k12.ga.us or Carmen Smith (404)463-1746 at csmith@doe.k12.ga.us.

Table of Contents

Overview

Module Rationale

This training extends and builds upon Days 1 through 5 of training.

Student work samples and teacher commentary, along with content standards and their elements, and tasks comprise the four parts of the Georgia Performance Standards. Day 6 focuses on the importance of student work, teacher commentary, particularly feedback and guidance, as a means of helping students develop the metacognitive, self-evaluative skills necessary for real learning.

Module Description

This module includes an instructor-led one-day session composed of large and small group activities, as well as practice in examining student work and in providing commentary.

Module Goal

Demonstrate a deep understanding of the new Georgia Performance Standards and the standards-based education approach, through thoughtful determination of learning goals for specific units of instruction, development of a balanced assessment plan that includes formative and summative assessments, and the design of instruction that will provide students with the knowledge, skills, and understandings necessary to achieve the learning goals. This goal shall be measured by student performance on progress monitoring and on standardized criterion-referenced tests.

Note that the goal will not be reached by any single day of training. It will take preparation and follow up to master this goal.

Day 6 Objectives

By the end of Day 6 of training, participants will be able to:

1. Explain the importance of feedback in the standards-based education process.
2. Apply a common vocabulary to demonstrate understanding of assessment and evaluation processes.
3. Describe the characteristics of exemplary feedback.
4. Provide effective teacher commentary for student work.
5. Establish procedures to develop students' metacognitive, self-evaluative skills.
6. Establish protocols for examining student work collaboratively.
7. Gather information and prepare for Day 7 (online survey).

Module Sequence

Prior Preparation—Participants

- Each participant should bring 4 copies of a student work sample and 1 copy of the assignment that generated the work sample to the Day 6 workshop; include the standard(s) being assessed via this student work sample as well as 1 copy of each of the two permission forms.

Introduction

- What is Exemplary Feedback? Activity
- Key Elements in a Model Learning Process
- Coming to Terms with Assessment
- Characteristics of Exemplary Feedback

Feedback and Teacher Commentary

- Task: Trashcan Basketball
- Review of Student Work
- Providing Teacher Commentary
- Oral Commentary
- Written Commentary
- Group Practice with Commentary

Where Do We Go from Here

- Feedback on the GPS
- What It's All About

Module Materials for Day 6

Content Facilitator's Kit contents:

- Content Facilitator's Guide (one for each leader)
- Complete set of slide transparencies (PowerPoint)

Other materials needed:

- Flipchart paper and markers
- Masking tape to post flipcharts
- Sticky notes in two colors
- Posters of student work sample for guided practice

Equipment:

- Overhead projector or computer and LCD projector

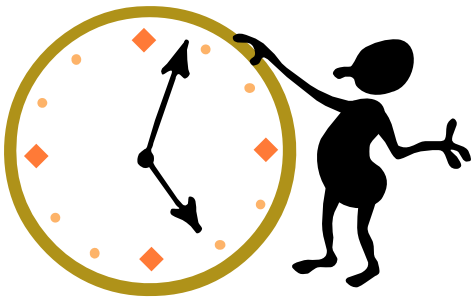
Agenda

This is a one-day course, with approximately 6 hours of instructional time.

Introduction
- What is Exemplary Feedback? Activity
- Key Elements in a Model Learning Process
- Coming to Terms with Assessment
- Characteristics of Exemplary Feedback

Feedback and Commentary
- Task: Trashcan Basketball
- Review of Student Work
- Providing Teacher Commentary
- Oral Commentary
- Written Commentary
- Procedures for Students
- Group Practice with Commentary

Where Do We Go from Here
- Feedback on the GPS
- What It's All About



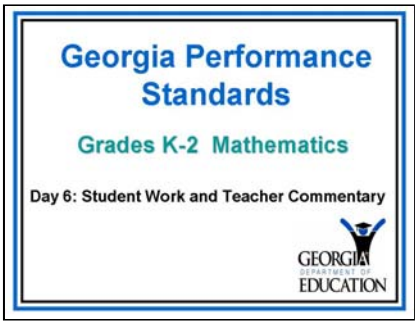
Introduction

Overview	During the introduction, participants will share characteristics of good feedback they have experienced, determine the importance of feedback in a model learning process, come to terms with the vocabulary of assessment, provide feedback about their conceptual understanding of commentary, and then compare the characteristics of good feedback they derived from experience to the characteristics specified by Grant Wiggins.
Objectives	➢ Explain the importance of feedback in the standards-based education process. ➢ Apply a common vocabulary to demonstrate understanding of assessment and evaluation processes. ➢ Describe the characteristics of exemplary feedback.
Activities	➢ What is Exemplary Feedback? Activity ➢ Overview of Key Elements in a Model Learning Process ➢ Coming to Terms with Assessment ➢ Characteristics of Exemplary Feedback
Materials	➢ Overhead projector or computer and LCD projector ➢ PowerPoint presentation ➢ Participant's Guide ➢ Flipchart paper and markers ➢ Masking tape to post flipcharts

Welcome to Day 6 of GPS Training

Show *Day 6* slide. Have everything set up and prepared in advance so you are relaxed and able to pleasantly greet the participants.

Slide
Day 6



Show *Contact Information* slide and discuss availability.

Slides
Contact Information

Name Card

Ask any new participants to *briefly* introduce themselves, with name and current position.

Note Cards

- Have participants fill out an index card with their name and contact information. Explain that you will use the information to send them materials and maintain a dialogue with the group.

- Have participants note their status in attending GPS training: They attended GPS training for K-2 mathematics, 3-5 ELA, or they may be new to GA or new to teaching, they may note that they have little or no previous experience with the GPS.

Slide *Group Norms and Housekeeping*

Show *Group Norms and Housekeeping* slide.

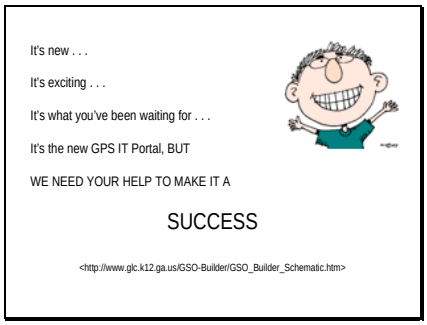
- Ask participants if they would like to add to or change the group norms. Record any expressed changes on a flipchart. Then, ask participants to agree to these norms.

- Discuss housekeeping rules (rest rooms, phone, lunch, etc.) as appropriate to your schedule and location. The Parking Lot allows participants to express concerns, suggestions, questions, and typos using sticky notes. Periodically collect and address them during the day.

Slide
GSO Portal

Infomercial for the GSO Portal

Show slide.



Present: **The Georgia Department of Education is pleased to announce the development of a new web portal. This new portal allows teachers to build and share units of instruction designed using GPS and the standards-based education model and, oh so much more! It is a One Stop Shop for Educators. To see this portal, visit http://www.georgiastandards.org. Set up an account and begin the journey.**

[Trainer's Note: All the information on slide 3 will appear automatically EXCEPT for the URL for the website. Click to make that appear at appropriate time.]

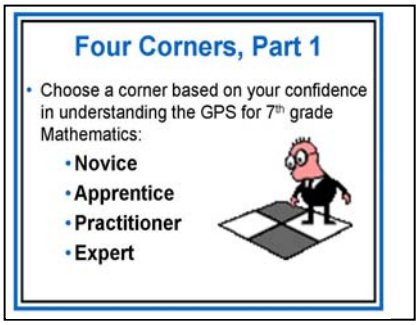
Say: **This web portal can only succeed if teachers build and share instructional units. If you have a unit you would like to submit OR if you would like to be considered for one of the reviewer positions, please contact Kathy Politis (kpolitis@doe.k12.ga.us) or Scott Wilson (scwilson@doe.k12.ga.us) in Instructional Technology and Media at the DOE.**

Four Corners Game

Show *Four Corners, Part 1* slide.

1. Ask participants to move to the corner that most closely describes their confidence level in understanding the GPS.

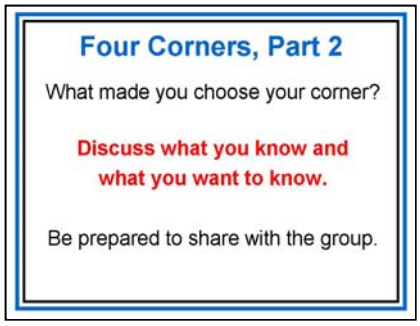
Slide *Four Corners, Part 1*



Slide *Four Corners, Part 2*

Show *Four Corners, Part 2* slide.

2. Ask participants to discuss what made them choose that particular corner. Have them discuss what they know and what they want to know.



3. Ask for volunteers to share. During the sharing, someone can record the responses on posted chart paper.

4. Briefly note any patterns that you see/and or any items that may be listed on both sides of the room, then tell the participants that we will refer back to the lists as the day progresses.

5. Once the participants have shared the main topics and concerns that were discussed in their small groups with the large group, have them return to their seats.

The Research

1. Present: **At a recent ASCD conference on teaching and learning, Grant Wiggins stated that any task designed to allow students to demonstrate understanding, any task worth doing, "cannot be done properly the first time." Wiggins asserts that learning cannot take place without lots of tries and lots of errors. Furthermore, he believes that students "can't learn to be successful without feedback."**

2. Present: **Anecdotally, this makes sense. But from the beginning of our GPS training, we have stressed research-based best practices; so let's take a quick look at what the research says.**

Slide
The Research

Show *The Research* slide.

3. Present:

- **Although not as well known as Paul Black and Dylan Wiliam, John Hattie is a leading researcher in teaching and learning. In his research, Hattie has worked to determine the factors that have the greatest impact on teaching and learning.**
- **Hattie looked at the effects of computers and other technology, the effects of class size, and the effects of television viewing, just to name a few.**
- **He found that "the most powerful single moderator that enhances student achievement is feedback."**
- **Ultimately, Hattie concluded that "a combination of goal setting plus feedback is most effective—goals and challenging goals are mutually supportive. The greater the challenge the higher the probability of the student seeking, receiving, and assimilating feedback."**

Show *The Research* slide.

Slide
The Research

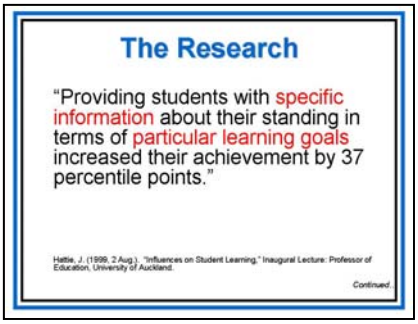
4. Present:

- **Hattie also found that not all forms of feedback are equally effective. Feedback that has the most positive effect on learning includes reinforcement, corrective comments, remediation, and/or diagnosis.**

- **This feedback provides a student with information about what s/he understands and/or misunderstands, as well as information about what that student needs to do to improve.**
- **Extrinsic rewards, delayed feedback, and/or punishment, however, have little or no positive effect on student learning.**

Slides
The Research

Show *The Research* slides.



5. Present:

- **The positive effects of feedback Hattie found were not insignificant; with feedback, achievement increased by 37 percentile points.**
- **Perhaps most significant of all, Hattie notes that "Achievement is enhanced to the degree that students develop self-strategies."**
- **In other words, the ultimate goal of feedback is to improve students' self-assessment skills in order to make students responsible for their own learning**.

Show *Inside the Box* slide:

Slide
Inside the Box

6. Present: **Groundbreaking work reported in 1998 and 2004 by Paul Black and Dylan Wiliam clearly supports feedback and assessment for learning. Their 2004 article, "Working Inside the Black Box: Assessment for Learning in the Classroom," is reprinted, with permission, at the back of the Participant's Guide. We strongly recommend that you read this article.**

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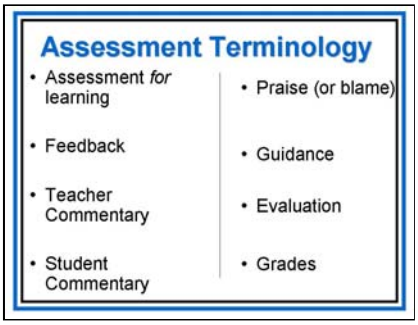
Transition: **Before we proceed any further, we need to make sure we're all using a common vocabulary when we talk about assessment**.

Coming to Terms with Assessment

1. Say: **If we're going to work effectively today, we need to make sure we're all talking about the same concepts when we use particular terms**.

Show *Assessment Terminology* slide.

Slide *Assessment Terminology*



FG pg. 17

2. Present: **Turn in your Guide to see how Marzano and Wiggins, among others, define these terms**.

3. Go over definitions with participants, then say:

- **These are the definitions we'll be using today.**
- **It's also important to note that effective teacher commentary is often comprised of some feedback, some guidance, and some praise; and while <u>feedback is effective alone</u>, neither guidance nor praise is effective in helping students develop skills in self-assessing and self-adjusting <u>unless</u> the guidance and/or praise is provided <u>along with feedback</u>.**

Assessment Terminology

assessment for learning: assessment to promote greater learning that not only guides instruction but also involves students in the process

praise (or blame): affirmation (or the opposite)

feedback: descriptive comments about what student is/is not doing

guidance: providing information about what to do next; steps or strategies to try in order to improve and progress toward learning goals

teacher commentary: oral or written comments made by the teacher that provide feedback to the student regarding his/her progress toward the specified learning goals; comments may include praise in addition to feedback and will often include guidance in addition to the feedback

student commentary: oral or written self-reflective, metacognitive comments made by the student that self-assess his or her progress toward the specified learning goals and that provide feedback to the teacher in terms of student understanding; as a result of effective self-assessment, students develop the skills necessary to self-adjust and become more independent learners

evaluation: the process of making judgments about the level of student understanding or performance

grades: numbers or letters used to translate the evaluative judgments for reporting purposes

Transition: **Much of today's workshop will involve hands-on group work—actually examining student work and providing commentary, but before we move on to those activities, we need to establish overall criteria for exemplary feedback**.

What is Exemplary Feedback? Activity

1. Present: **Feedback is an integral part of any efficient learning process, but we don't often stop to ask ourselves just what constitutes effective feedback. Let's take a few minutes to think back to individual learning situations where we experienced effective feedback. You'll find an organizer for this activity on page 6 of the Participant's Guide**

Slide *Exemplary Feedback?*

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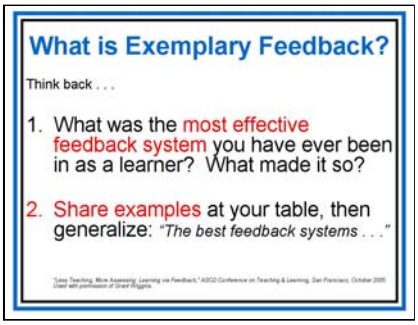
PG pg. 7

Show *What is Exemplary Feedback?* Slide:



2. Present: **Don't limit yourselves to school learning situations. Think about the different skills or knowledge you've acquired in your lifetime. What was the most effective feedback situation you experienced as a learner? What made it effective? When you've thought of the most effective feedback system, share with your table group.** [Allow time for participants to come up with personal examples at their tables.]

Chart paper and markers

3. Present: **Now, in your table groups, generalize or inductively determine some criteria for effective feedback. What are the common characteristics of effective feedback?** [Allow time for participants to come up with some common characteristics in their table groups and list on chart paper.]

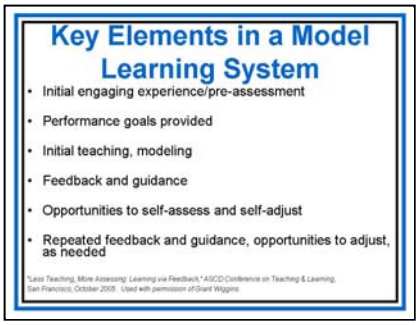
4. Ask: **What are the common criteria of the effective feedback that you've determined?**

Key Elements in a Model Learning Process

Slide *Key Elements in a Model Learning System*

5. Present: **You can find a list of these key elements in a model learning process in your Participant's Guide.**

Show *Key Elements in a Model Learning System* slide.



6. Present: **Do you think the elements of this model learning process are the same for most, if not all, types of learning? Do they reflect the common characteristics your groups listed?**

Key Elements in a Model Learning Process

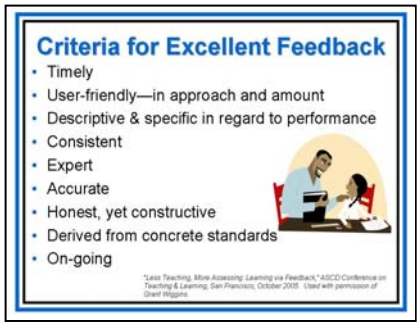
- Initial engaging experience/pre-assessment
- Performance goals provided
- Initial teaching, modeling
- Feedback and guidance
- Opportunities to self-assess and self-adjust
- Repeated feedback and guidance, with opportunities to adjust, as needed

Characteristics of Exemplary Feedback and Commentary

1. Present: **At the same conference on teaching and learning mentioned earlier, Grant Wiggins presented a list of criteria for excellent feedback. This list is in the Participant's Guide**.

Slide *Criteria for Excellent Feedback*

Show *Criteria for Excellent Feedback* slide



2. Present: **The first two criteria may require some elaboration. What do you think Wiggins means by "timely" and "user-friendly"?** [Allow participants time to respond before continuing.]

3. Present:

- **While our responses may differ slightly, we all need to agree that feedback must be timely enough to aid students as they learn.**
- **In *Making the Most of College*, Harvard students overwhelmingly report that the single most important ingredient for making a course effective is "timely" feedback—getting rapid response on assignments and quizzes.**
- **According to Grant Wiggins, teachers should not only be giving feedback, they should be seeking feedback from their students constantly. He recommends pausing every 7-10 minutes during a lecture, class discussion, or learning activity to solicit immediate feedback on how well students understand.**

Criteria for Excellent Feedback

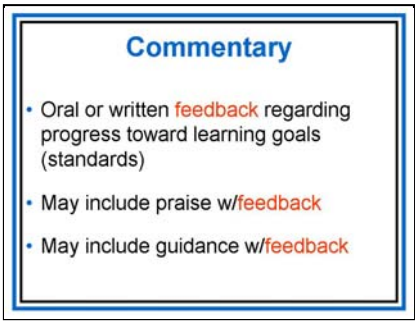
- Timely
- User-friendly—in approach and amount
- Descriptive & specific in regard to performance
- Consistent
- Expert
- Accurate
- Honest, yet constructive
- Derived from concrete standards
- On-going

From "Less Teaching, More Assessing: Learning via Feedback," ASCD Conference on Teaching & Learning, San Francisco, October 2005. Used with permission of Grant Wiggins.

4. Ask: **Are there any of the other criteria you'd like to discuss before we move on**?

Slide *Commentary*

Show *Commentary* slide.



5. Present:
   - **Let's do a quick check to see whether we can recognize good commentary when we see it.**
   - **Remember, effective commentary may be feedback alone or feedback with praise and/or guidance. Praise or guidance alone, however, is not effective commentary.**

6. Present: **The next three slides contain examples that meet the criteria for commentary as well as examples that do not. These examples are also located on page 23 of your Facilitator's Guide. Turn to that page for this quick check.**

Slides *Feedback on Commentary*

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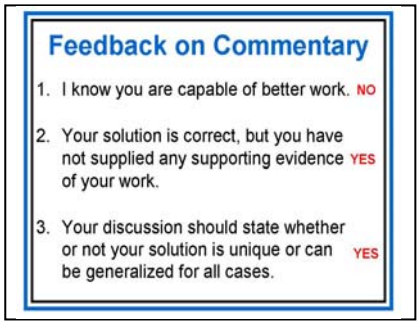
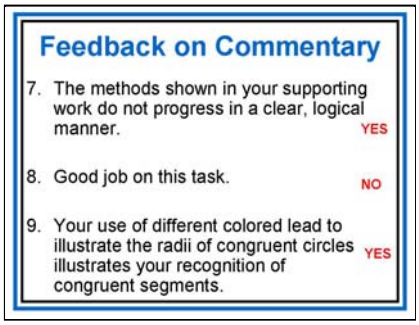
Show *Feedback on Commentary* slides.





7. Say: **Give a "thumbs up" if you think an example meets the criteria for good commentary; a "thumbs down" if it doesn't. If you are unsure, give a flat hand signal.**

8. You may choose to have participants write yes or no next to the examples if you choose before checking answers instead of using the thumbs gestures.

[Allow time for participants to read and react to the examples, then click to reveal the answers on the slide. Briefly discuss any ambiguities or misunderstandings, if necessary.]

9. Conclude: **This quick check is an example of the type of feedback teachers should be seeking from their students every few minutes. By checking for understanding and misunderstanding regularly, teachers can modify instruction to meet students' needs sooner rather than later.**

Transition: **Providing effective commentary takes practice, which is what we're going to do next. Do you have any questions about this first part of the workshop before we go on?**
Allow for questions

Feedback on Commentary

1. I know you are capable of better work. _____

2. Your solution is correct, but you have not supplied any supporting evidence of your work. _____

3. Your discussion should state whether or not your solution is unique or can be generalized for all cases. _____

4. I really liked your work. _____

5. The sources you cite are appropriate for this topic, and they support the claim you made in the opening paragraph. _____

6. You need to make your explanation longer. _____

7. The methods shown in your supporting work do not progress in a clear, logical manner. _____

8. Good job on this task. _____

9. Your use of different colored lead to illustrate the radii of congruent circles illustrates your recognition of congruent segments. _____

Student Work and Teacher Commentary

Overview	In this section, participants will practice providing commentary for samples of student work, generalize this practice to student commentary [providing students with the skills they need to self-assess and self-adjust], and work with a protocol for collaboratively evaluating student work.
Objectives	➢ Provide effective teacher commentary for student work. ➢ Establish procedures to develop students' metacognitive, self-evaluative skills. ➢ Establish protocols for examining student work collaboratively.
Activities	➢ Task: Trashcan Basketball ➢ Review of Student Work ➢ Providing Teacher Commentary ➢ Oral Commentary ➢ Written Commentary ➢ Procedures for Students ➢ Group Practice with Commentary
Materials	➢ Overhead projector, computer and LCD projector ➢ PowerPoint presentation ➢ Participant's Guide ➢ Samples of student work ➢ Posters of student work sample for guided practice ➢ Write-on transparencies and pens for overhead projector

A Task – Trashcan Basketball

Slide *Trashcan Basketball*

FG pg. 49

Show "Trashcan Basketball" slide. **This is an example of a task from the 1st grade framework.**

1. Say: **We are going to play trashcan basketball today. With your group, take turns "shooting" the paper ball into the trash can. Use Tally marks to record shots that make it in and shots that don't make it in. Make a graph to show your data. Write everything you know about your graph.**

As the participants complete the task encourage them to record their data. Ask them to share their strategies and discuss what they need to know in order to complete the task .

2. Ask: **How do you know your strategy works?**

Allow participants to share their strategies and discuss whether the strategies are mathematically sound.

Providing Teacher Commentary

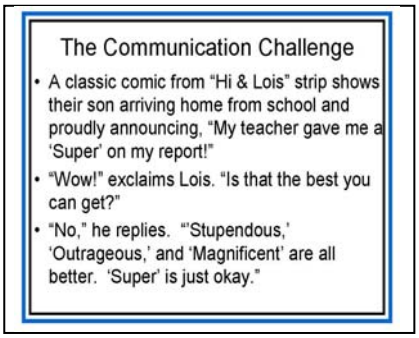
1. Present: **Teacher commentary may be oral or written. Regardless, all effective teacher commentary will accomplish certain goals.**

2. Present:

- **All effective teacher commentary uses the language of the standards. Keep in mind that the GPS involve conceptual teaching and learning. In writing commentary, no single standard or element has to be stated verbatim. The language of the standards will be pervasive, however, in the performance goals for an assignment or unit of instruction, and consequently, in any commentary related to the assignment.**
- **Students in any discipline need to be familiar with the rhetoric of that discipline and be able to converse using both the discourse of that discipline and specific and relevant content vocabulary from that discipline. As such, the language of the discipline, which is explicit in the standards and elements, should be the language of the classroom on a daily basis.**
- **In addition, effective teacher commentary includes specific and descriptive feedback, guidance regarding what to do next, and praise that is specifically related to progress toward the learning goals.**

Communication of what is meant by the commentary should be clear to students and parents. Misinterpreting commentary can give the wrong impression. The example on the slide comes from a Phi Delta Kappan article, "The Communication Challenge of Standards-Based Reporting" by Thomas R. Guskey. (December, 2004)

It highlights one of the greatest challenges facing educators today: describing students' level of academic performance in meaningful ways to parents and others.



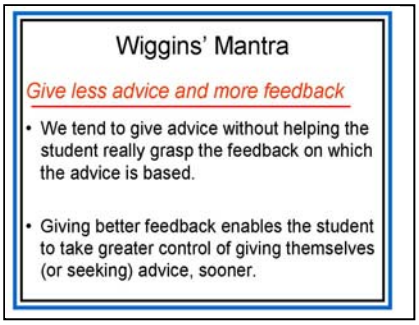
Let's continue our discussion of Teacher Commentary.

Dylan Wiliam explains <u>that effective feedback doubles the speed of learning!</u>

Slide
Wiggins' Mantra

Before we go on, take a look at Wiggins' Mantra.

Show slide.



Based on his work in schools, Wiggins' concludes that teachers often tell students what to do, how to change something, etc., too soon and too often. If students don't become proficient in looking at and describing their own work, they won't become effective self-assessors and self-adjusters. Therefore, if we err, we should err on the side of more feedback, less guidance.

Now let's take a look at some examples of effective teacher commentary.

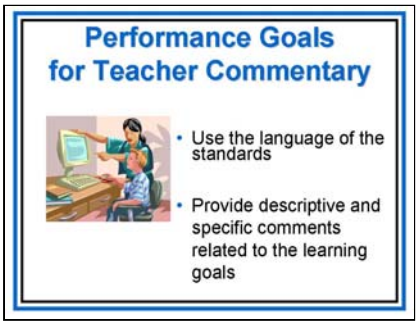
Oral Teacher Commentary

Slide
Oral Teacher Commentary

1. Say: **The first performance goal for teacher commentary is that it uses the language of the standards.**

2. **When speaking to a student about work, always use the language that is specific to the goal of the work, or standard.**
3. **The teacher and the student should speak in those terms.**
4. Show *Performance Goals for Teacher Commentary*

Slide *Performance Goals for Teacher Commentary*



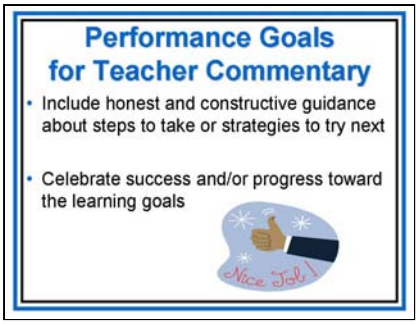
5. Say: **Now let's look at the second performance goal for teacher commentary**

- Ask:
- **How can this descriptive feedback help the student improve his/her performance?**

6. Say: **Now let's look at the last two performance goals for teacher commentary at the same time.**

7. Show *Performance Goals for Teacher Commentary* slide.

Slide *Performance Goals for Teacher Commentary*



8. **Why might it be beneficial to include praise ALONG WITH the feedback and guidance?** [Allow time for participants to respond.]

9. Ask: **Can praise ever be ineffective?** [Allow time for participants to respond.]

10. Present: **Praise (or blame) is not effective <u>without feedback</u>. Students need specific, descriptive information about what they do well or what they do not do well. The same thing can be true of guidance. Guidance without feedback is ineffective.**

    In addition, praise may be detrimental if it is undeserved. Praising a student for what s/he does well or for progress toward the learning goals is beneficial, but students will see right through undeserved praise.

11. Ask:
- **What can we conclude about the oral commentary you just analyzed?** [Allow time for participants to respond, but have some specific examples ready to provide if the participants have difficulty. Be sure to make the point that throughout the conference, the teacher checks for understanding and for misconceptions.]
- **Overall, what can we conclude about oral commentary in general?** [Allow time for participants to respond.]

12. Ask: **How and/or when might we use oral commentary to enhance student learning in our own classrooms?** [Allow time for participants to respond, but have some specific examples ready to provide if the participants have difficulty.]

13. Present:
- **We can't complete any discussion of oral commentary without addressing the issue of time. We all know that lengthy student-teacher conferences are not possible with every student on every assignment, but oral commentary is essential for improving student learning.**

Chart Paper-Brainstorming

- **In your table groups, brainstorm ways you might incorporate or adapt oral commentary in your classrooms. For example, have you ever tried pyramiding or training trainers in your classroom—conferencing with three to five**

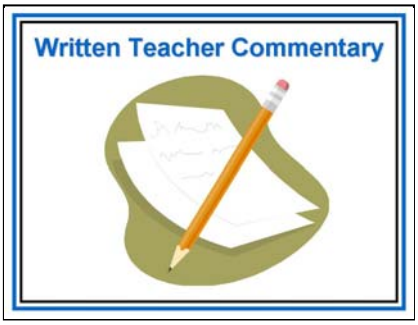
students and then asking them to peer conference with others in the class? You have 10 minutes to brainstorm in your table groups, then we'll share ideas. [Allow 10 minutes, then ask groups to share.]

Written Teacher Commentary

1. Say: **Now let's move on to an example of written teacher commentary.**

Slide
Written Teacher Commentary

2. Show *Written Teacher Commentary* slide.



3. Present:

- **Let's look at some samples of student work.**
- **Recognize how the task can be modified for different grade levels and expectations.**

Take a minute to read the student work. [Allow time for participants to read student work.]

4. Present:

- **Remember that feedback and teacher commentary are most effective in small segments. Too much feedback at once is as ineffective as too little feedback.**
- **How might we provide feedback on these learning goals without overwhelming the student writer?**
- **What suggestions do you have for improving the example of teacher commentary?**

Protocols

Overview

In this section, participants will practice with a protocol for collaboratively evaluating student work. They will generalize practice to student commentary so that they can provide students with the skills they need to self-assess and self-adjust.

Objectives

- Establish procedures to develop students' metacognitive, self-evaluative skills.
- Establish protocols for examining student work collaboratively.

Activities

- Guided Practice
- Procedures for Students
- Group Practice

Materials

- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant's Guide
- Samples of student work
- Sticky notes in two colors
- Posters of student work samples for guided practice
- Collaborative protocol

Guided Practice

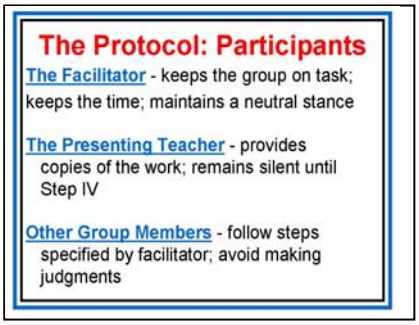
1. Present:

- **Remember, nothing worth doing is done perfectly the first time. Providing effective teacher commentary takes practice and involves trial and error.**
- **Just as in the model learning process we discussed earlier, we've established performance goals for teacher commentary; we've experienced initial teaching and modeling; and now we're ready for some guided practice with feedback.**

2. Present: We're going to follow a specific protocol for this activity. When examining student work collaboratively with your building or system colleagues, you'll want to establish protocols similar to the one we're using today. The protocol we're using today is adapted from one developed by the Chicago Learning Collaborative and the Annenberg Institute for School Reform. You can find a virtual example of this protocol at **www.lasw.org/**.

3. Show *The Protocol: Participants* slide.

Slide
The Protocol: Participants

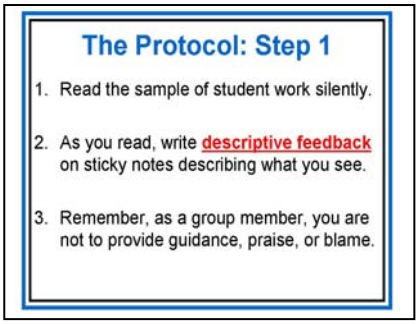


4. Present: **For this particular practice, I will serve as the facilitator for the whole group and will also provide the sample of student work. You will work in your table groups and follow the following five steps of the protocol.**

Slide *The Protocol: Step 1*

FG pg. 43

5. Show *The Protocol: Step 1* slide.



6. Present:

- **Work individually during Step 1 of the protocol. As you read the student sample silently, write descriptive feedback on sticky notes.**
- **Try to remain neutral in your comments at this stage in the protocol; in other words, avoid making any positive or negative judgments—praise or blame—about what you see; also try to avoid providing guidance or suggestions for what to do to improve the work.**

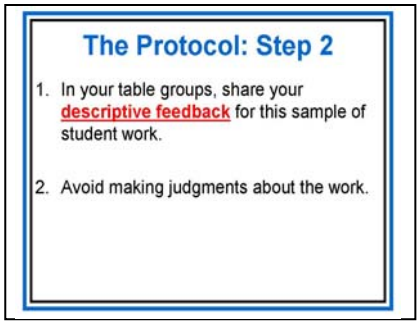
- **Remember, the purpose at this stage of the protocol is to describe just what you see without making any judgments. When working collaboratively to examine student work, we are discussing work that has been generated in our classroom or the classroom of a colleague. As such, we need to follow clearly defined procedures that will maintain a sense of professionalism and prevent anyone from feeling criticized personally. Maintaining this collegial atmosphere is a primary task of the facilitator.**

(Note that different work samples may be used.)

- **You have 10 minutes to complete Step 1 of the process. Please do not consult with one another at this stage. Other samples of student work can be found online in the frameworks**. [Allow 10 minutes, then go to the next step.]

Slide *The Protocol: Step 2*

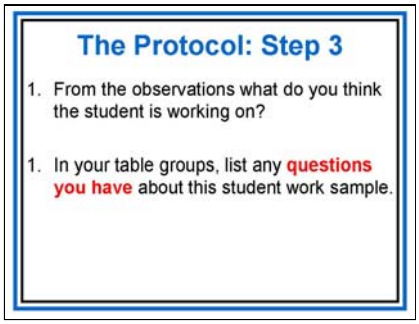
7. Show *The Protocol: Step 2* slide.



Present: **For step 2 of the protocol, share the descriptive feedback that has been individually noted. You may add to your notes if you wish. Again, at this stage in the protocol, all discussion should center on what you "see" in the student work. Continue trying to remain neutral in your comments, avoid making any positive or negative judgments—praise or blame—about what you see, and avoid providing guidance or suggestions for what to do to improve the work. You have 10 minutes for Step 2.** [Allow 10 minutes, then go to the next step.]

Slide *The Protocol: Step 3*

8. Show *The Protocol: Step 3* slide.



9. Present:

- **Step 3 of the protocol requires speculation about the purpose or focus of the assignment that generated this student work. From what you see, what might the learning goals for the assignment be?**
- **Work in your table groups to answer the questions in the first part of Step. You have 5 minutes for this, and then we'll address the second part of Step 3 all together.** [Allow 5 minutes.]

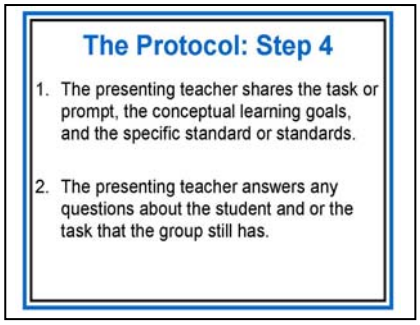
10. Ask:

- **What did your groups decide? What do you think the primary purpose of this student work is?** [Allow time to participants to present their ideas.]
- **If the student sample meets the learning goals or fulfills the primary purpose of the assignment, do you think a reader should be able to determine that purpose or the overall learning goals?** [Answers may vary, but in general, the primary purpose or overall learning goals will usually be discernable in effective student work.]
- Ask: **What questions do you have about the student work?** [Again, answers may vary, but expect participants to ask about the standards being addressed, the task, etc.]

11. Say: **Let's move on to the next step of the protocol.**

Slide
The Protocol: Step 4

12. Show *The Protocol: Step 4* slide.



13. Present:

- **At this point, the presenting teacher would share the task, learning goals, and standards for the work sample.**

- **Please note that a rubric was not provided for this student work at this time. This is intentional. The purpose is to keep <u>feedback</u> separate from <u>evaluation</u>. Teacher commentary is not the same thing as scoring or grading the student.**

- **Likewise, the student would be provided with the criteria and the descriptors for what it will take to "meet the standard" on those criteria, but without any points or grade attached and without the other "does not meet" levels of performance. This promotes the idea that even though they may do so in different ways and at different rates, ALL students are expected to meet the learning goals.**
- **Also note that the student may not be provided with the criteria for the other levels of the rubric at this point in the learning process. However, those criteria would be a part of the unit planning; and when providing feedback to the student, language specific to the other levels of the rubric would be used to describe what the student has accomplished and what the student has not <u>yet</u> accomplished.**

- **For years we've been told to provide the grading rubrics when we make the assignment, so this is a big change in mindset for all of us. Current research, however, advocates separating feedback from evaluation for a variety of reasons.**
- **Allowing students to participate in the development of a rubric can be a valuable learning tool, and rubrics that grow out of classroom work often make better sense to student**

learners.

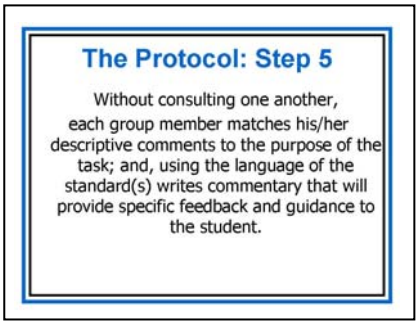
- **Furthermore, by providing the students with just the criteria for <u>meeting</u> the standards, we preclude having students decide to "work for a B," or be "happy with a C."**
- **In addition, students can become anesthetized by rubrics to the point that they use the descriptors as a check list, whether or not they have met the criteria.**
- **Finally, the practice of initially providing students with just those criteria for meeting the standards supports the basic tenets of the Georgia Performance Standards—**
  1) the standards are for all students;
  2) students have the entire course to meet the standards;
  3) it's all about growth; and
  4) if a student does not meet the standard on the first or second try, we provide more feedback and more tries until s/he does.

- **The task was the same one that we just did, "Trashcan Basketball". Since we have already worked through this task, discussed the conceptual learning goals and the standards; unless there are any questions, we will move on at this time.**
- **Do you have any questions about the task or the standards**? [Address any questions.]

14. Present: **Let's move on to the final step of the protocol.**

Slide *The Protocol: Step 5*

15. Show *The Protocol: Step 5* slide.



16. Present:

- **In the final step of the protocol, you have 10 minutes to write one or more short pieces of commentary specific to the learning goals delineated in the task. These must include**

descriptive feedback, but at this point in the protocol, you may also include some praise as well as guidance about what steps to take next in order to progress toward the learning goals of the assignment.

- **Write each piece of commentary on a separate yellow post-it. This is an individual activity. Please do not consult one another during this step.**
- **When you have finished, please attach your post-it notes of feedback to an appropriate place on the work sample poster closest to your table**. [Allow 10 minutes.]

17. After 10 minutes, Present:

- **For this guided practice to be effective, you need feedback. The process for giving and receiving feedback should mirror the process you followed for the commentary that you wrote for the student sample.**
- **The feedback you give and receive on the commentary you wrote should**
  - **Use the language of the performance goals for teacher commentary, and**
  - **Provide descriptive and specific comments related to the learning goals.**
- **You may also choose to**
  - **Include honest and constructive guidance about steps to take or strategies to try next, and**
  - **Celebrate success and/or progress toward the learning goals.**

18. Posters will be displayed for reference during subsequent practices with writing teacher commentary.

19. Present: **Let's debrief this process**.

- **What worked well?**
- **What changes might we make in the protocol to improve the process?**
- **Why is this process important for teachers to experience?**
- **How can this process improve student learning**?
- **When and where might you use teacher commentary in your own classrooms?**
- **How might you use this process to help students become better assessors of their own work and the work of their peers?**

20. Present: **We need to address a few final questions before we move on**.

- **How often should we provide feedback to our students?** [The correct response is constantly, on a daily basis.]
- **Will all the feedback be lengthy?** [The correct response is "no"; feedback is most effective in frequent small doses.]
- **How often should we provide more detailed commentary?** [There's no single correct answer to this question; however, commentary should be a regular part of the learning process.]
- **How can this process improve student learning?**

Procedures for Students

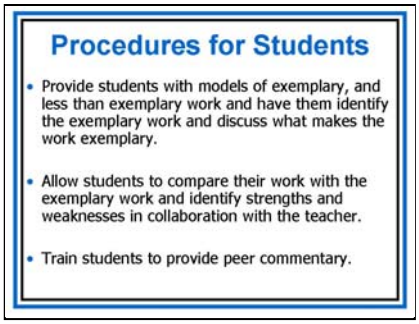
1. Present:

- **Commentary is part of assessment *for* learning rather than of assessment *of* learning.**
- **The goal of teacher commentary, both oral and written, is to provide the student with the knowledge and skills to self-assess and self-adjust.**
- **To maximize student learning, not only do we need to provide effective feedback and commentary, we also need to train students to provide effective feedback and commentary for their own work and the work of their peers.**

Procedures for Students

Slide *Procedures for Students*

1. Show *Procedures for Students* slide.



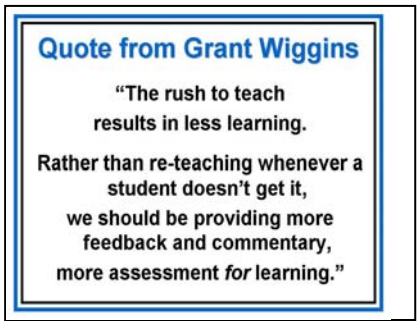
2. Present:

- **We can adapt or modify the protocol we just used in order to train students to provide feedback and commentary on their own work and the work of their peers.**
- **We can provide students with exemplary models of products or performances, along with products or performances that are not exemplary, and have the students work in groups to**

determine what makes an exemplary product or performance.

- **What other strategies can you think of that will help students become adept at self-assessing their own work in order to adjust and improve that work?** [Allow time for participants to respond.]

Show *Quote from Grant Wiggins* slide:



Slide
Quote from Grant Wiggins

3. Present:

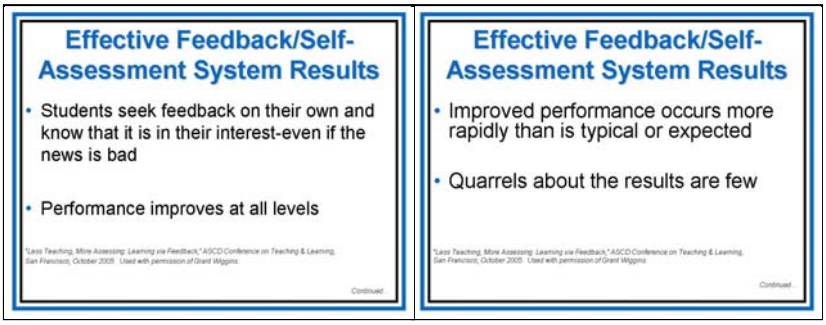
- **We can adapt or modify the protocol we just used in order to train students to provide feedback and commentary on their own work and the work of their peers.**
- **We can provide students with exemplary models of products or performances, along with products or performances that are not exemplary, and have the students work in groups to determine what makes an exemplary product or performance.**
- **What other strategies can you think of that will help students become adept at self-assessing their own work in order to adjust and improve that work?** [Allow time for participants to respond.]

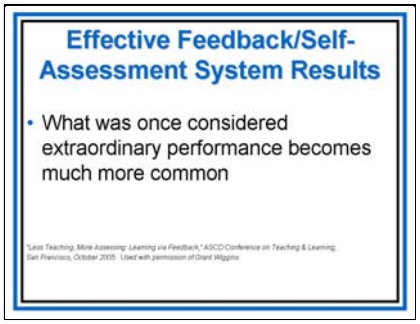
4. Present:

- **When asked how anyone could possibly have the time to provide and solicit effective commentary, Grant Wiggins responded that "the rush to teach results in less learning." He added that we shouldn't confuse "coverage" with "everyone getting it," and that rather than re-teaching whenever a student doesn't get it, we should be providing more feedback and commentary, more assessment *for* learning.**
- **Indirectly, Wiggins is affirming the importance of conceptual teaching and learning.**
- **Our ultimate goal should be our own planned obsolescence—to help our students become proficient enough in assessing and adjusting their own learning that they no longer need us!**

5. Present: **Providing feedback and commentary so that students learn to self-assess and self-adjust may be another change in mindset for many of us. As such, we may experience frustration as we venture beyond our comfort zones; but the results of an effective feedback/self-assessment system speak for themselves.**

Show *Results of an Effective Feedback Self-Assessment System* slides.





Transition: **As I've said multiple times today, nothing worth doing can be done without practice, trial and error, and feedback. I asked you to bring multiple copies of a piece of student work with you today. We're going to practice writing commentary for those student work samples right now**.

Group Practice

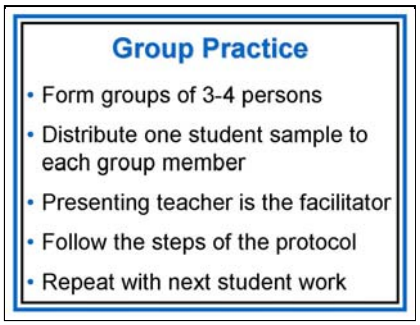
1. Present:

Participants' student work samples

- **You were asked to bring four copies of a student work sample.**
- **Please organize yourselves into groups of no fewer than three persons and no more than four persons. These groups may be smaller than those you usually work with in your building or your system, but this size allows us to accomplish more in a relatively short period of time.**
- **Still, you may not have enough time to write commentary for everyone's student work. Follow the protocol for one student sample at a time, and finish as many as you can in the time allotted.**
- **We'll follow the same protocol we used in the guided practice. You can find that protocol in the Participant's Guide**.

Slide *Group Practice*

2. Show *Group Practice* slide.



3. Say: You have 1 hour for this group practice.

Protocol for Collaborative Writing of Teacher Commentary

The Participants

The Facilitator—keeps the group on task; keeps the time; maintains a neutral stance
The Presenting Teacher—provides copies of the work; remains silent until Step IV
Other Group Members —follow steps as specified by facilitator; avoid making judgments

Step 1

- Read the sample of student work silently.
- As you read, write descriptive feedback.
- Remember, as a group member, you are not to provide guidance, praise, or blame.

Step 2

- In your group, share your descriptive feedback for this sample of student work.
- Avoid providing guidance, praise, or blame.

Step 3

- From the observations you've made about the student work, what do you think the student is working on? In other words, from what you see in the student work, what do you think is the purpose of this assignment?
- In your group, list any questions you have about this student work sample?

Step 4

- The presenting teacher shares the task or prompt, the conceptual learning goals, and the specific standard or standards.
- The presenting teacher answers any questions about the student and/or the task that the group still has.

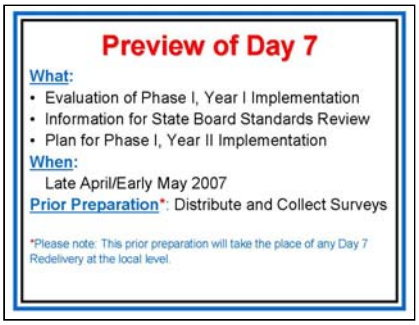
Step 5

- Without consulting one another, each group member matches his/her descriptive comments to the purpose of the task; and, using the language of the standard(s) writes commentary that will provide specific feedback and guidance to the student.

Debrief—Share your commentaries within your group and provide each other with descriptive feedback in terms of performance goals for effective commentary.

Where Do We Go From Here

Overview	Participants will discuss a survey they will use to convey information about Georgia Performance Standards implemented in Phase I. Trainers will preview Day 7. The workshop will wrap up with a slide show representing the importance of improving achievement for all students.
Objective	➢ Gather information and prepare for Day 7.
Activities	➢ Feedback on the GPS ➢ What It's All About
Materials	➢ Overhead projector or computer and LCD projector ➢ Transparencies or PowerPoint presentation ➢ Participant's Guide ➢ Survey

Slide *Preview of Day 7*	***Feedback on the GPS*** 1. Present: ➢ **Last fall we asked you to begin keeping critical comments about particular standards (e.g., gaps that need filling, elements that are problematic, terms that need defining, etc.), as well as information about any tasks, strategies, assessments, etc., that worked especially well, suggestions for teachers/instructional leaders in Phase II who will be implementing the following year, and thoughts or ideas about the second year of your implementation; etc.** ➢ **The State Board of Education will be reviewing the GPS this spring, and any comments you share with us will provide information for this review.** 2. Show slide.  3. Present: **Day 7 (online) will focus on the assessment of the GPS and the first year of GPS implementation.**

The Survey

The State Board of Education will be reviewing the GPS early next summer. We need your feedback on the GPS for this review. This document is available on the CD that you received today. You may use the CD to copy and paste the document which will allow you to increase space for your responses as needed.

1. **List any terms or concepts in the GPS that you found to be ambiguous or confusing.**

2. **Identify and explain any gaps in the GPS within a specific grade or course. By gaps, we mean knowledge, skills, or concepts that were absent but that were needed.**

3. **Identify and explain any gaps in the GPS between grades or courses. Do not include gaps that might be present between QCC and GPS that will be eliminated when GPS are fully implemented.**

4. **Identify any parts of a standard and its elements that you would change in some way if you could; explain why you would make each change.**

5. **Describe the topics/components of the GPS training that worked the best in terms of helping you implement the GPS.**

6. **Describe the topics/components of the GPS training that did not work in terms of helping you implement the GPS.**

Slide *Contact Information*	Show *Contact Information* slide.  Assure the participants that you are there to help them.  Thank them for their time and efforts and encourage them to make the most of the new GPS.

Appendix

What is Exemplary Feedback? Activity

1. Think back to your many prior experiences with learning via feedback, *both in and out of school*. What was the *best feedback situation you have ever encountered as a learner*? What features of the feedback—*not* any initial "teaching" or the content of the course or style or your interests—made the learning so **effective**? How did you receive and use the feedback and what made this approach so useful?

2. Briefly describe the feedback situation below:

3. In sharing your recollections and analyses with your colleagues, build **a list of generalizations that follow** from the accounts. What do the best feedback situations have in common? In other words, what must be built in "by design" for any learning experience to be maximally **effective** for students?

The best learning from feedback is characterized by . . .

"Less Teaching, More Assessing: Learning via Feedback," ASCD Conference on Teaching & Learning, San Francisco, October 2005. Used with permission of Grant Wiggins.

This task is from the 1st Grade Mathematics GPS Framework.

Trashcan Basketball

- Take turns "shooting" the paper ball into the trash can.
- Use tally marks to record shots that make it in and shots that don't make it in.
- Make a graph about your tally marks.
- Write everything you know about your graph.

****

Discussion, Suggestions, Possible Solutions

- *Students should have had experiences with sorting, classifying, creating and interpreting graphs using appropriate mathematical language.*
- *Set up a Trashcan Basketball court with an empty trash can, bucket, etc. and a masking tape throw line. Students will take turns throwing a crumpled sheet of paper into the trash can. Allow the students to make throws for 10 minutes.*
- *Possible real world context: reporting sports statistics of games, points or records.*

Recommended Resources: Feedback, Commentary, & Evaluation

Note: A more general list of resources for standards-based education is contained in the materials for Day 1 of training.

Allen, D., and T. Blythe. (2004). *The Facilitator's Book of Questions: Tools for Looking Together at Student and Teacher Work.* New York: Columbia UP.

This resource answers questions and provides information about using protocols for examining student and teacher work.

Andrade, H. (2000, Feb.). Using Rubrics to Promote Thinking and Learning. *Educational Leadership,* 56 (5), 13-19.

An excellent resource on using rubrics to support student learning, this article outlines the importance of rubrics by providing insight into their purpose, various uses, and effective designs. The author stresses that rubrics can help educators assess student work quickly and efficiently and help support student grades. When properly designed and used correctly, rubrics can support both learning and the assessment process.

Assessment to Promote Learning. (2005, Nov.). *Educational Leadership,* 63 (3).

The entire November 2005 issue of *Educational Leadership* focuses on assessment for learning. Articles by Jay McTighe and Ken O'Connor, Siobhan Leahy et al., Marilyn Burns, Jan Chappuis, and Tony Winger directly relate to the topics in the Day 7 training.

Black, P., and D. Wiliam. (1998, Oct.). Inside the Black Box: Raising Standards Through Classroom Assessment. *Phi Delta Kappan*. http://www.pdkintl.org/kappan/kbla9810.htm.

In this, one of the most often quoted articles on classroom assessment, Black and Wiliam make the case for formative assessment practices in the classroom.

Black, P., et al. (2004, Sept.). Working Inside the Black Box: Assessment for Learning in the Classroom. *Phi Delta Kappan*, 9-21.

Paul Black, Dylan Wiliam, and others, revisit the ideas they initiated in their widely read article, "Inside the Black Box," in order to show how teachers and students have applied improved formative assessment strategies and raised student achievement.

Davies, A. (2000). *Making Classroom Assessment Work*. Merville, B C: Connections.

This provides a thoughtful framework for ways teachers and administrators can reconsider how assessment is working in classrooms in order to connect research to what teachers can do in their classrooms.

Gregory, K., C. Cameron, and A. Davies. (1997). *Knowing What Counts*. Merville, B C: Connections.

This series of seven books for use in middle grades and high school classrooms outlines practical ways for teachers to involve students in their own assessment. Additional information about Anne Davies' work in assessment can be found at: www.connect2learning.com.

Guskey, T. (2004, Dec.). The Communication Challenge of Standards-Based Reporting. *Phi Delta Kappan*, 326-329.

Guskey offers suggestions for developing standards-based report cards that describe students' levels of academic performance in meaningful ways to students, parents, and other stakeholders.

Hattie, J. (1999, 2 Aug.). "Influences on Student Learning," Inaugural Lecture: Professor of Education, University of Auckland, 29 pp.

In this address, Hattie presents conclusions derived from his review of thousands of studies on learning and instruction. His conclusions strongly support the effective use of feedback in any model learning process.

http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html

This excellent site by the Chicago Public Schools provides information about rubrics for performance assessments, performance assessment tasks, and assessment resources, as well as a rubric bank.

http://pareonline.net

Practical Assessment, Research and Evaluation (PARE) is an on-line journal supported, in part, by the Department of Measurement, Statistics, and Evaluation at the University of Maryland. Its purpose is to provide education professionals access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice.

http://www.rmcdenver.com/useguide/assessme/online.htm

This site provides links to a variety of websites dealing with creating assessments, assessment strategies and definitions, rubrics, etc.

Kohn, A. (1994, Oct.). Grading: The Issue Is Not How but Why. *Educational Leadership*. http://www.alfiekohn.org/teaching/grading.htm.

In this article, Alfie Kohn asks whether traditional grading is really necessary or useful and makes a strong case for supportive assessment in place of traditional grades.

Langer, G. M., and A. B. Colton. (2005, Feb.). Looking at Student Work. *Educational Leadership,* 62 (5), 22-26.

In this article, Langer and Colton make the case for collaborative analysis of student learning.

Little, J., et al. (2004, Nov.). Looking at Student Work for Teacher Learning, Teacher Community, and School Reform. *Phi Delta Kappan,* 185-192.

Little, et al., describe several examples of teachers working together to examine student work; and from these examples, they determine common elements of successful practice. In addition, they discuss three dilemmas and ways to deal with them.

Lockwood, R., and J. McLean. (1996). *Why We Assess Students—And How*. Thousand Oaks, CA: Corwin.

This book is a powerful, easy-to-read resource that describes types of assessments, the strengths and weaknesses of each type, uses of kinds of assessment data, and the cautions to be observed while interpreting assessment results. The book includes discussions on criterion-referenced testing and alternative or authentic testing methodologies. The last chapter demonstrates how to develop an ideal assessment program.

Marzano, R. (2000). *Transforming Classroom Grading*. Alexandria, VA: ASCD.

Grading has the *potential* for being a valuable learning tool to help both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research yet practical at the same time.

Marzano, R., D. Pickering, and J. McTighe. (1993). *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model.* Alexandria, VA: ASCD.

Marzano et al., make the case that performance tasks should be developed to help students achieve deep learning and promote active construction of knowledge. This book contains numerous examples of performance tasks, as well as several chapters on the construction of rubrics both to score performance and to provide useful feedback to students.

McTighe, J. (1996, Dec.; 1997, Jan.). What Happens Between Assessments? *Educational Leadership*, 54 (4), 6-12.

McTighe illustrates the effective use of performance assessments, including the use of necessary and appropriate feedback.

Miller, D. (2005, Oct.). *The Joy of Conferring: One-on-One with Young Readers*. Portland, ME: Stenhouse.

This 75-minute DVD includes clips of actual reading conferences with young children, as well as information about how to establish a successful independent reading program in an early elementary classroom. A viewing guide accompanies the DVD.

O' Connor, K. (2002). *How to Grade for Learning,* 2nd ed. Arlington, IL: Skylight. <www.skylightedu.com>.

This book offers eight practical guidelines that encourage effective learning, support student success, and make grades meaningful. Each guideline defines the purpose, provides an example, discusses and analyzes key issues, and summarizes the bottom line. Additional topics include overviews of various grading programs, calculation strategies, the use of report cards and other reporting forms, and insights on future trends in student assessment.

Reeves, D. (1997). *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School and District*. Denver: Advanced Learning.

An examination of the undeniable evidence of the importance of using performance assessment as part of an educator's daily life, this book leads the reader through the steps of creating and using performance assessments to determine students' achievement throughout the school year. The author advocates using performance assessments that contain real-world scenarios, multiple tasks, and clear, consistent scoring guides.

Sage Advice: The Wisdom of Crowds. (2005, Apr.). *Edutopia*. http://www.edutopia.org/ magazine/sagetemp.php?id=Art_1370&issue=apr_05#.

In this column, teachers acknowledge that report cards rarely provide a complete picture of a student's performance. These teachers then suggest a number of different ways of conveying a more complete picture of how students are doing.

Stiggins, R. (2004, Sept.) New Assessment Beliefs for a New School Mission. *Phi Delta Kappan*, 22-27.

In this article Stiggins debunks common myths and misconceptions regarding assessment and makes a case for assessment *for* learning.

Stiggins, R. (2001). *Student-Involved Classroom Assessment*, 3rd ed. Upper Saddle River, NJ: Prentice-Hall.

An important resource for leaders who want to help teachers create quality classroom assessments, this third edition of Stiggins' acclaimed textbook shows

how classroom assessment can be used to build student confidence and to increase student performance; presents ways to use different assessment methods to reach achievement goals; and builds on Stiggins' practical guidelines for developing quality classroom assessment practices.

Stiggins, R. (2002, June). Assessment Crisis: The Absence of Assessment FOR Learning. *Phi Delta Kappan*, 83(10), 758-765.

Written by Rick Stiggins, president of Assessment Training Institute, Inc. in Portland, Oregon, and often considered the country's most renowned researcher and speaker on assessment, this article sums up the research on classroom assessment with a connection to school improvement.

Stiggins, R. (2005). *Student-Involved Assessment FOR Learning*, 4th ed. Upper Saddle River, NJ: Prentice-Hall.

In the fourth edition of his book Stiggins continues to present teachers and school leaders with valuable and usable information on assessment *for* learning.

www.ieq.org/Portal/Stud_assess.html

The student assessment section of the IEQ Teacher Resource Portal provides education program planners and teacher development specialists with access to web-based resources such as case studies, descriptions of alternative approaches to primary school assessment, sample test instruments, and classroom strategies that can be used to link assessment and instructional practice.

www.nwrel.org/assessment

This excellent site provides a wealth of materials, including *Toolkit98*, which contains tutorials "designed to assist classroom teachers to become better assessors of student learning. The primary users of Toolkit98 are intended to be those who have the responsibility to coordinate and facilitate professional development in assessment for teachers."

NOTES: