Feedback Loops

Creating Formative Feedback Cycles that Promote Learning

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5 “Musts” of Formative Assessment

- Must provide **effective feedback**
- Must **involve** students **in their own learning**
- Must **allow for adjustments in instruction based assessment results**
- Must **increase motivation and self-esteem**
- Must directly outline “**how to improve**”
Feedback Loops
“...[Current] feedback is rather like a scene in the rearview mirror rather than through the windshield”

-Dylan Wiliam “Embedded Formative Feedback”
Feedback Loop

- Performance Event #1
- Reflection on Feedback
- Close “Learning Gaps”
- Performance Event #2
Effective Feedback Loops should...

**based on Marzano**

- be "corrective" in nature
- be timely - 48hr Rule
- be specific to a criterion
- allow students to clearly understand what to do next
Benefits for the students

4 Essential Ways

- Recognize the connection between effort/practice and achievement
- Practice goal setting
- Encourage to self-advocate and self-direct
- Self-reflect on “learning gaps”
Benefits for the teachers

Teacher can clearly identify:

• If a student has solidified their understanding

• If there is a positive or negative pattern in thinking

• Instant student centered classroom

• Less wasted intervention time
How to implement Progress Points

1. Essential Questions
Essential Question 1

Should students be allowed to retake sections or areas of exams?
How many times should a student be permitted to retake a section of an exam?
What motivates students to improve performance?
What is the purpose of homework?
How to implement Progress Points

II. Identify Key Components
Parts of a Feedback Loop

- **Desired state** (Proficiency Goal or Level)
- **Current state** (Where is the student’s understanding at now)
- **Compare current with desired state** (Reflection Medium)
- **Bring the current state in line with desired state** (Academic Vehicle)

*based on Dylan Wiliam “Embedded Formative Feedback”*
What you WILL notice

- Most students when given the chance (performance event #2) will fix their own misunderstandings and learning gaps.
- Students can “target” the help they need
- Students study more purposefully
- Higher growth in (Test to Retake) percentage than on (Quiz to Test).
How to implement Progress Points

III. Get familiar with Progress Points
Progress Points
www.progresspoints.com

Formative Feedback Loop Software
Formative Feedback Loop

- **Goal Line** - Desired state (Proficiency Goal or Level)
- **Baseline Entry** - Current state (Where is the student’s understanding at now)
- **Growth Chart** - Compare current with desired state (Reflection Medium)
- **Envelopes** - Bring the current state in line with desired state (Academic Vehicle)

*Based on Dylan Wiliam “Embedded Formative Feedback”*
The Goal Line

A means of setting the desired state

- Students always know what mastery level means for them
- Work ethic is demonstrated and tracked
- Students know what they don’t know (Metacognition)
Baseline Entry

A means of establishing the current state
The Growth Chart

A means of comparing the current state with the desired state

- Tracks all student work in “Distance from Mastery” - not grades, points or just completed tasks
- Displays “Gaps” in VISUAL format only, 4s or +, etc.
- Allows for timely and personalized feedback
The Envelope

A means of bringing the current state in line with desired state

u3e1 - I can understand an audio selection in Spanish. Goal: 1000 points

Add An Exercise

Exercise Title/Question: [blank]
Exercise Description: I.e. Please complete this activity/skill.
Type of Exercise: Select

Preview Student Exercise View

What date did you exercise?
Please enter the date you exercised.

2 Practice listening.
Complete the listening exercise and enter your score.
Attachment: listening activity 1
Percentage Based: 100% Complete = Max 200 Points

Assisted: 0
Successes: 0

3 Practice listening.
Complete the listening exercise and enter your score.
Attachment: listening activity 2
Percentage Based: 100% Complete = Max 200 Points

Assisted: 0
Successes: 0

4 Practice listening.
Complete the listening exercise and enter your score.
Attachment: listening activity 3
Percentage Based: 100% Complete = Max 200 Points

Assisted: 0
Successes: 0
How it All Works

What am I going to do to close these gaps?

Am I ok with this gap?
So I still don’t get it...
How to implement Progress Points

IV. Gather Data and Reflections
Formative Assessment: Evident Patterns

- Achievement scores will **increase 5%–20%**
- Increases “**mindfullness**” in learning targets
- Creates **meaningful** teacher-student **interaction**
- Success is **long lasting**, not **transient**
- Lowers **overgeneralization** of skills or errors
- Teaches students that **ability is not fixed**
- Increases **task-involved feedback**, lowers ego-based feedback (grades)
Do I have them all working together?

- **Desired state** (Proficiency Goal or Level)
- **Current state** (Where is the student’s understanding at now)
- **Compare current with desired state** (Reflection Medium)
- **Bring the current state in line with desired state** (Academic Vehicle)
Thank You!

techgap.weebly.com