

**InTASC Standard 6 – Example teacher candidates gaining practice in providing feedback FOR learning.**

The example is a genuine 4<sup>th</sup> grade writing sample for teacher candidates to assess and practice providing success and next-step feedback to a student. Teacher candidates use the rubric provided on page 2 of this attachment as part of the assignment and provide direction for the student feedback.

# Kung Fu Panda

by

My favorite movie is Kung Fu Panda. It is about a big fat panda named Po who wants to be a warrior. This story takes place in China.

Master Oogway has a vision that Tai Lung will return and take revenge because he was put in prison and was not made the dragon warrior because Master Oogway saw darkness in him instead of good. Master Shifu had been training The Furious Five for one of them to be chosen the dragon warrior.

The day finally came that Master Oogway had to pick dragon warrior. Po accidentally flies in and is chosen the dragon warrior. Then he is put in training by Master Shifu and it is quite funny because he is very fat and clumsy.

The news comes one day that Tai Lung has escaped prison and Po must protect the village. Po is scared that he does not have the powers to defeat Tai Lung. So Master Shifu says he will fight

## Fourth Grade Scoring Rubric

## Book/Movie Summary

A 4<sup>th</sup> grade teacher from a partner school shared a rubric and 4<sup>th</sup> grade writing sample. Teacher Candidates use the rubric to score the writing sample on the next page and then write success feedback statements and next-step feedback statements.

Score		4	3	2	1
	Main Idea and Details	Effectively communicates the main idea and clearly identifies the most important details	Communicates the main idea and clearly identifies the most important details	Summarizes main idea, but leaves out some important details	Summarizes with few, if any, main idea and details
	Word Choice	Clearly paraphrases with vivid descriptive language	Paraphrases with descriptive language	Somewhat uses descriptive language	Lack of descriptive language
	Conventions	Contains few, if any errors in capitalization, punctuation, spelling, and grammar	Contains some errors in capitalization, punctuation, spelling, and grammar that do not interfere with the meaning	Contains several errors in capitalization, punctuation, spelling, and grammar that may interfere with the meaning	Contains many errors in capitalization, punctuation, spelling, and grammar that interfere with the meaning
	Sentence Fluency	Sentences flow naturally, sentence lengths and types vary	Most sentences flow, most sentence lengths and types vary	Limited number of sentences flow, limited number of sentences vary in length and type	Sentences are choppy and uneven, Sentence length and type are identical
	Multi-Paragraph Construction	Excellent multi-paragraph construction	Good multi-paragraph construction	Inconsistent multi-paragraph construction	Lacks multi-paragraph construction
	Total score out of 20				

1. Write three success feedback statements to the 4<sup>th</sup> grade student who wrote the summary.
2. Write three next-step feedback statements to this 4<sup>th</sup> grade student.
3. If you were to change anything in the rubric, what might you like to change?

**Success Feedback:** *examples written by EDUC 450 teacher candidates learning to share feedback to a student who wrote the sample above as compared to the teacher's rubric found on page below in this document.*

- One of your successes in your paper was the use of description. You did a great job of creating a vivid image of the movie and the character Po.
- You displayed great paragraph format. The paragraphs were evenly spread out and followed a clear order of events.
- You have a good descriptive summary that gives the reader a clear vision of the characters and the storyline.
- I could clearly read your cursive writing. You had few errors in spelling, grammar, punctuation and capitalization.
- I liked the way you constructed each of your paragraphs. They were just the right length and included enough information to understand the meaning of the story.
- You also demonstrated good paragraph construction, while maintaining neat hand writing. You were consistent with indenting paragraphs and using transitional words in the correct places.
- Your summary is extremely well laid out, with great multi-paragraph construction. I was happy to see indentation and spacing between each paragraph. I noticed that all the sentences began with a capital letter, as well as all the names. I could also easily read the cursive handwriting.
- Good job! Good job! Good job! Good job! (*Just kidding to see if you were reading.* 😊 We want our feedback to be descriptive and specific.)

**Next-Step Feedback:** *examples written by EDUC 450 teacher candidates*

- One of the next steps you can take is to focus on transition sentences between paragraphs. You can utilize transitions words such as, next, then, after, or finally.
- One of the next steps you can work on is breaking down run on sentences and thinking about adding commas. A way to help see if the sentences are too long, is to read the sentences out loud.
- You had great descriptive word choice, however, there were a few missing words within the sentences. I suggest you try reading your sentences out loud to see how they sound in your words!
- Be careful of run-on-sentences. Getting too lengthy takes away from the flow of the sentence.
- Take some time to proof-read your report. Try going back and looking at capitalization, punctuation, and spelling.
- Next time you are writing, make sure to check your sentence length so your paragraphs flow smoothly. Read your sentences over to make sure you do not have run-on sentences.
- Before submitting your assignment, make sure to review your assignment and look for grammatical errors. I noticed a few missed commas. For example, try to avoid starting a sentence with "so", and think about adding a comma instead. Fixing these few errors could improve your writing and lead you to the next step.
- Work on separating thoughts to prevent run-on sentences.
- There are a few punctuation errors to correct. Make sure to review your work by checking your punctuation and capitalization.
- For your next step, correct errors in conventions and sentence fluency
  - "... is chosen **as** the dragon warrior..."
- Please reread your paper, and look for any missing words (such as, "the," or "as," ). It may help you to read it out loud to hear the sentence structure.

## Summary of Lesson and Descriptive Feedback from Teacher Candidates

### Learning Targets:

I can identify characteristics of effective feedback

**I can offer both success and next-step feedback**

**I can use feedback to encourage a growth mindset and a culture of confidence.**

Successful teachers and coaches use feedback effectively. We would like to utilize classroom assessments and feedback FOR learning. We would like to provide timely, descriptive feedback while students still have time to act on the information and use it to guide them toward the learning targets.

We are trying to use assessments to help student realize where they are at now, and to help them close the gap towards reaching the learning target. Success and next-step feedback can both contribute to building a growth mind set and self-efficacy.

### Characteristics of Effective Feedback

1. Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement
2. Occurs during learning, while there is still time to act on it
3. Addresses partial understanding
4. Does not do the thinking for the student
5. Limits corrective information to the amount of advice the student can act on

**Success feedback** – identifies what the student has done well

- *Identifies what is done correctly*
- *Describe a feature of quality present in the work*
- *Point out effective use of strategy or process*

**Next-Step feedback** (also called *intervention feedback*)– gives specific information to guide improvement

- *Identifies a correction*
- *Describe a feature of quality needing work*
- *Point out a problem with strategy or process*
- *Offer a reminder*
- *Make a specific suggestion*
- *Ask a question*

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### Success Feedback: examples written by previous EDUC 450 teacher candidates

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- You displayed great paragraph format. The paragraphs were evenly spread out and followed a clear order of events.
- You have a good descriptive summary that gives the reader a clear vision of the characters and the storyline.
- I could clearly read your cursive writing. You had few errors in spelling, grammar, punctuation and capitalization.
- I liked the way you constructed each of your paragraphs. They were just the right length and included enough information to understand the meaning of the story.
- You also demonstrated good paragraph construction, while maintaining neat hand writing. You were consistent with indenting paragraphs and using transitional words in the correct places.
- Your summary is extremely well laid out, with great multi-paragraph construction. I was happy to see indentation and spacing between each paragraph. I noticed that all the sentences began with a capital letter, as well as all the names. I could also easily read the cursive handwriting.

- Good job! Good job! Good job! Good job! (*Just kidding to see if you were reading.* 😊 We want our feedback to be descriptive and specific.)

#### **Next-Step Feedback: examples written by EDUC 450 teacher candidates**

- One of the next steps you can take is to focus on transition sentences between paragraphs. You can utilize transitions words such as, next, then, after, or finally.
- One of the next steps you can work on is breaking down run on sentences and thinking about adding commas. A way to help see if the sentences are too long, is to read the sentences out loud.
- You had great descriptive word choice, however, there were a few missing words within the sentences. I suggest you try reading your sentences out loud to see how they sound in your words!
- Be careful of run-on-sentences. Getting too lengthy takes away from the flow of the sentence.
- Take some time to proof-read your report. Try going back and looking at capitalization, punctuation, and spelling.
- Next time you are writing, make sure to check your sentence length so your paragraphs flow smoothly. Read your sentences over to make sure you do not have run-on sentences.
- Before submitting your assignment, make sure to review your assignment and look for grammatical errors. I noticed a few missed commas. For example, try to avoid starting a sentence with “so”, and think about adding a comma instead. Fixing these few errors could improve your writing and lead you to the next step.
- Work on separating thoughts to prevent run-on sentences.
- There are a few punctuation errors to correct. Make sure to review your work by checking your punctuation and capitalization.
- For your next step, correct errors in conventions and sentence fluency
  - “... is chosen **as** the dragon warrior...”
- Please reread your paper, and look for any missing words (such as, "the," or "as,"). It may help you to read it out loud to hear the sentence structure.

#### **Assessing My Feedback: How can a teacher self-assess or double-check the quality of his or her feedback?**

1. My feedback to students links directly to the intended learning.
2. My feedback points to strengths and offers information to guide improvement linked to the intended learning.
3. My students receive feedback during the learning process.
4. I paced my lessons, so students have time to act on the feedback they receive.
5. I don't use written feedback as instruction unless the student's work exhibits at least partial understanding. (*If the student doesn't exhibit partial understanding, I likely need to re-teach or review directions in place of sharing feedback.*)
6. My feedback encourages students to “take action” likely to lead to further learning. My next-step feedback doesn't do all the thinking for students.
7. My next-step feedback limits correctives to the amount of advice the student can act on in the time given.

#### **Assignment:**

Assess the 4<sup>th</sup> grade writing sample using the rubric. Write three **success** feedback statements and three **next-step** feedback statements. Send your score and feedback statements to Dr. Olson at [al.olson@vcsu.edu](mailto:al.olson@vcsu.edu).

#### **Reminder of the Learning Targets**

##### **Learning Targets:**

I can identify characteristics of effective feedback

**I can offer both success and next-step feedback**

**I can use feedback to encourage a growth mindset and a culture of confidence.**

Most of the information related to providing feedback in this document comes from our EDUC 450 textbook Chappius, J. (2015). *Seven strategies of assessment for learning* (2<sup>nd</sup> ed.) Hoboken, NJ: Pearson Education, Inc.

Rubric Rating Data from EDUC 450 Teacher Candidates Assessing the 4<sup>th</sup> Grade Writing Sample:

2018 Mean Score N=29	2019 Mean Score N=26	2020 Mean Score N=40		4	3	2	1
3.52  55.2% rated as (4)	3.77  76.9% (4)	3.91  90.0% (4)	Main Idea and Details	Effectively communicates the main idea and clearly identifies the most important details	Communicates the main idea and clearly identifies the most important details	Summarizes main idea, but leaves out some important details	Summarizes with few, if any, main idea and details
3.12  72.4% rated as (3)	3.58  61.5% (4)	3.55  52.5% (4)	Word Choice	Clearly paraphrases with vivid descriptive language	Paraphrases with descriptive language	Somewhat uses descriptive language	Lack of descriptive language
3.05  62.1% rated as (3)	3.21  69.2% (3)	3.19  70.0% (3)	Conventions	Contains few, if any errors in capitalization, punctuation, spelling, and grammar	Contains some errors in capitalization, punctuation, spelling, and grammar that do not interfere with the meaning	Contains several errors in capitalization, punctuation, spelling, and grammar that may interfere with the meaning	Contains many errors in capitalization, punctuation, spelling, and grammar that interfere with the meaning
2.83  65.5% rated as (3)	2.92  92.3% (3)	2.96  80.0% (3)	Sentence Fluency	Sentences flow naturally, sentence lengths and types vary	Most sentences flow, most sentence lengths and types vary	Limited number of sentences flow, limited number of sentences vary in length and type	Sentences are choppy and uneven, Sentence length and type are identical
3.76  79.3% rated as (3)	3.85  88.5% (4)	3.78  75.0% (4)	Multi- Paragraph Construction	Excellent multi- paragraph construction	Good multi- paragraph construction	Inconsistent multi-paragraph construction	Lacks multi- paragraph construction
16.3	17.3	17.4	Total score out of 20				