

# Feedback Processes

Assisting our students



# Learning Goals

- I will understand the range of feedback processes that my student is likely to encounter in their time at ACSHS
- I will be able to judge whether my student has effectively responded to feedback or not



# Activity 1

Students in a year 9 English class were asked to write a paragraph about the character of Ponyboy from the novel “The Outsiders”.

Once they’d written the paragraph, they were required to self-evaluate four elements:

- Tier 2 & 3 words
- Use of quotes
- TEEL Paragraph Structure
- That the question has been answered



# Activity 1

Read through the paragraph on the left-hand side.

The student has given themselves 2 ½ out of 4.

Do you support this student's evaluation of this paragraph?

Based on their own evaluation, which elements should the student focus on improving?



# Activity 1

Now read through the paragraph on the right.

Can you see improvement from their first to their second attempt?

Has there been improvement on the specific element that needed work?

Have any of the four elements suffered in the rewriting on the paragraph?



# Activity 2

Students have the task of writing a cover letter for a job application.

They have proficiency scale to assist them in evaluating their paragraph.

Read the proficiency scale and highlight the word or phrase that is the focus in each bullet point.

How do the requirements of each bullet point change from 2.0 through to 4.0?



# Activity 2

Read the draft cover letter 1.

Use the proficiency scale to determine which level this student is performing at.

What advice would you give this student to assist them in improving their letter?



# Activity 2

Now look at the feedback that this teacher has given

What is this feedback focused on? What does it not comment on?

Now look at the second student draft letter.

Use the proficiency scale to give it a ranking.

Explain your decisions.





# Activity 3

Year 7 Geography students completed multiple drafts in the preparation of a report.

Read the second draft version complete with the feedback given by the teacher.

How would you suggest to the student that they implement the suggestions made by the teacher?



# Activity 3

Now read the third draft attempt made by the student.

Has the student effectively applied the feedback provided by the teacher?

Have a look at the 5.0 checklist.

What do you think are the limitations with this feedback process?



# Activity 4

Students in this class had to write an analysis of the novel “The Boy in the Striped Pyjamas”. They needed to make the argument that authors put characters through events that result in their perspectives changing and the characters themselves growing.

Read through the checklist and highlight the points you’d need clarification about before you could evaluate a students’ essay.

How would you clarify these points?



# Activity 4

Now read through the student draft.

Use the checklist to determine the feedback you'd give to this student.



# Activity 4

Now read through the student draft.

Use the checklist to determine the feedback you'd give to this student.



# Takeaways

- Common forms of feedback at ACSHS
  - Individual teacher comments
  - Checklists
  - Proficiency Scales
  - Peer feedback
- What has the teacher focused on? What haven't they?
  - Usually, teachers will focus on the most vital feedback first.
  - This means feedback will not guarantee an A – will often be about ensuring the necessary components of the task have been completed



# Takeaways

- If the teacher's intention isn't clear, have a plan for finding out
- Teachers are there to be contacted/emailed
- Research says that parent involvement in student learning is a vital ingredient in the equation!
  - Three before me!



# Thank you

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