Feedback: A Bridge between Teaching and Learning
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FEEDBACK

The return of information about the result of a process or activity meant to influence future performance.

Purpose
Students:
• Accomplishments
• Areas for Improvement
• Knowledge
• Participation
• Performance
• Progress

Teachers:
• Delivery
• Performance
• Quality
• Outcomes

Essentials
• Actionable
• Consistent
• Descriptive
• Goal-Referenced
• Ongoing
• Specific
• Timely

Structure
• Identify a Teaching Target
• Determine a Learning Expectation
• Select a Feedback Strategy
• Decide How to Introduce the Strategy
• Apply the Strategy
• Analyze and Interpret the Feedback
• Respond to the Results
• Continue the Loop
### STRATEGIES

#### FEEDBACK STRATEGY

**Student - When creating this project, I felt:**

<table>
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<tr>
<th>engaged</th>
<th>curious</th>
<th>adventuresome</th>
<th>innovative</th>
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**Teacher - In creating this project, I observed you were:**

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**Stars and Steps: Descriptive Feedback**

- **Student Name…**

- Your drawing shows that you have a wonderful imagination.

- I like the way you drew action figures to illustrate the story.

- I would like to know more details about the place and time of day where the events are happening.

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Elaborate on an imaginative idea. VA:Cr1.1.3a
FEEDBACK FROM PEERS

Name: ____________________________ Peer Reviewer: ____________________________ Project Title: ____________________________

- Two compliments
- Two suggestions
- I would like to know more about
- I am not sure about the meaning of
- I would like more details about
- Comments: ____________________________

Revise artwork in progress on the basis of insights gained through peer discussion. VA:Cr3.1.4a

Progress - Am I on the right track?

Student: ____________________________
Teacher: ____________________________

What am I doing well?
Student: ____________________________
Teacher: ____________________________

How am I doing overall?
Student: ____________________________
Teacher: ____________________________

Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. VA:Cr3.1.iii

Intel® Teach Program Designing Effective Projects
**FEEDBACK TICKETS**

### The Most Important Thing

The most important thing I want to learn today is _______________________________

because _______________________________

and _______________________________

The most important thing I want to accomplish today is _______________________________

### Reflection Circle

- I learned....
- I liked....
- I am still wondering about.....

Document the process of developing ideas from early stages to fully elaborated ideas. VA:Cn10.1.la

### Ask for student feedback.

Ask:
- About the learning target.
- What they need.
- How they are doing.
- If they have questions.
- About areas of confusion.
- What they plan to do next.

Create a convincing and logical argument to support an evaluation of art. VA:Re9.1.8a

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**Resources**

*Assessment in Art Education*, Donna Kay Beattie

*Designing Effective Projects*, Intel® Teach Program – [www.intel.com](http://www.intel.com)

*Driven to Discover*, University of Minnesota - [http://discover.umn.edu/](http://discover.umn.edu/)

*Feedback for Learning: Building Connections* (C10), Pat Sachse Brown and Joanne Aldridge


*Seven Keys to Effective Feedback*, Grant Wiggins, ED Leadership, ASCD September 2012

Vanderbilt University Center for Teaching - [http://cft.vanderbilt.edu/](http://cft.vanderbilt.edu/)