

A P P E N D I X A

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# Assessing Learning & Feedback Strategies

# Assessing Learning



## Grade

mastery of learning targets



## Post

everything possible to make learning visible



## Document

progression of project process



## Celebrate

achievement of personal/team goals



## Showcase

development of skills

## Example Week

### Monday



Students conduct team stand-ups



Teams post progress on project steps

Teacher sets the week's expectations and assigns article over concept for Socratic seminar, providing additional resources for understanding

### Tuesday



Students post daily goals and work on team agenda

Teacher circulates to teams, providing just-in-time learning as needed, identifying what work students could submit for learning targets and posting any resources that other teams can use in easy-to-access places

### Wednesday



Teacher conducts individual conferences on previous concept and provides feedback on individual work



Teams conduct retrospectives, celebrating wins and identifying areas of improvement

### Thursday

Class has a Socratic seminar over the concept article



Teacher celebrates progression of understanding and addresses any misconceptions



Students record main takeaways of concept and submit reflection

### Friday



Teams meet with clients and record feedback; teams decide on their next course of action

Teacher circulates to teams, providing just-in-time learning as needed



Teacher posts next week's schedule

# Effective Feedback Strategies



## COMMUNICATE CLEAR GOALS AND JUSTIFICATION TO REFERENCE OFTEN IN FEEDBACK

Strategies:

- Goals should be clear and concise. Link to in-depth information if necessary.
- Provide checklists when you have specific requirements.
- Provide information in multiple ways when possible, such as videos explaining the expectation.
- Review goals and expectations often, especially early on.
- Review how to find or receive and how to respond to feedback often, ideally after checkpoints.

## PROVIDE PERSONAL, TIMELY, CLEAR, AND ENCOURAGING FEEDBACK

Strategies:

- Refer to students by name, even in typed feedback.
- Provide feedback within two weeks of submission.
- Tie each piece of feedback to a specific course goal; if it doesn't connect, don't comment.
- Communicate how far students have progressed towards a goal and what next steps are.
- Feel free to use video feedback, but pair it with written feedback that is easily accessible.

## USE A DIALOGICAL APPROACH, TRANSFER AUTHORITY AND RESPONSIBILITY TO THE LEARNER

Strategies:

- Ask students to assess example work with assignment checklists and rubrics.
- Ask questions and make suggestions rather than making statements and marking errors.
- Comment on rubrics rather than on student work.
- Conference with students one-on-one or in groups and allow students to schedule meetings.
- Encourage students to respond to feedback in some way (e.g., rewriting, tracking, reflecting.)
- Differentiate between the abilities of learners, such as by using the "Matrix of Feedback."

## CREATE A PATH FOR AUTONOMY

Strategies:

- Encourage students to set individual goals tied to course outcomes and conduct self-assessments.
- Use a peer-review process; provide a space (e.g., review groups, discussion boards) to provide regular, continuous feedback on performance.
- Encourage students to crowdsource feedback by posting works in progress and soliciting feedback from the larger group.
- Allow students to feel frustrated because the answer to the problem is not readily apparent. This is where real growth happens.
- Ask students to provide reflections on their work to identify strengths and weaknesses.
- Continue to provide specific feedback on the above strategies to encourage progress.

## SAVE TIME

Strategies:

- Don't spend time identifying/marketing repeated errors or errors not tied to course goals.
- Don't spend time giving/writing general feedback (e.g., Great job!). Leave sections of the rubric blank.
- Don't spend time giving feedback on work that can't be revised or replicated.
- Don't spend time giving feedback students can identify themselves or give each other.
- Don't spend time giving feedback at the end of the semester/year—let the students take over!

**DOWNSIDE:** These strategies take time to set up effectively and use class time to put in place.  
**UPSIDE:** They save quite a bit of time outside of class once the procedures are routine.

# A Matrix of Feedback for Learning

	<b>FEEDING UP: Where am I going?</b>	<b>FEEDING BACK: How am I going?</b>	<b>FEEDING FORWARD: What do I have to do next?</b>
<b>TASK</b>	<p><b>Feeding-Up Prompts:</b></p> <ul style="list-style-type: none"> <li>• Today we are learning...</li> <li>• Success in this task will look like... (explanation)</li> <li>• The key criteria for success are...</li> <li>• We are looking for...</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Reduce complexity</li> <li>• Use exemplars/models</li> <li>• Identify misconceptions</li> <li>• Use diagnostic assessment for goal setting</li> </ul>	<p><b>Feeding-Back Prompts:</b></p> <ul style="list-style-type: none"> <li>• You have/haven't met the learning intention by...</li> <li>• You have/haven't met the success criteria by...</li> <li>• Your answer/work is/isn't what we are looking for because...</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Avoid over emphasis of error analysis</li> <li>• Feedback must be immediate</li> <li>• Match feedback to success criteria</li> </ul>	<p><b>Feeding-Forward Prompts:</b></p> <ul style="list-style-type: none"> <li>• To fully meet the learning intention you could...</li> <li>• Addressing the following success criteria would improve your work...</li> <li>• Adding/removing _____ would improve your work.</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Use language from the success criteria</li> <li>• Use scaffolding</li> <li>• Feed forward must be timely</li> <li>• Use challenge</li> <li>• Refer to goals</li> </ul>
<b>PROCESS</b>	<p><b>Feeding-Up Prompts:</b></p> <ul style="list-style-type: none"> <li>• The key ideas/concepts in this task are...</li> <li>• These ideas/concepts are related by...</li> <li>• Key questions you could ask about this task are...</li> <li>• Strategies you will need in this task are...</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Use graphical organizers</li> <li>• Reduce scaffolding</li> <li>• Increase complexity</li> <li>• Use mastery goals</li> </ul>	<p><b>Feeding-Back Prompts:</b></p> <ul style="list-style-type: none"> <li>• Your understanding of the ideas/concepts within this task is...</li> <li>• You demonstrated _____ skills to a _____ level.</li> <li>• You used _____ strategies to a _____ level.</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Feedback amount can start to increase</li> <li>• Feedback complexity can increase</li> <li>• Use prompts or cues</li> </ul>	<p><b>Feeding-Forward Prompts:</b></p> <ul style="list-style-type: none"> <li>• You could improve your understanding of _____ concepts by...</li> <li>• Thinking further about _____ could improve your work by....</li> <li>• You could improve your _____ skills by...</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Feed forward amount can start to increase</li> <li>• Feed forward complexity can increase</li> <li>• Use prompts or cues</li> <li>• Use challenge</li> </ul>
<b>SELF-REGULATORY</b>	<p><b>Feeding-Up Prompts:</b></p> <ul style="list-style-type: none"> <li>• How will you use the learning intention?</li> <li>• How could you use the success criteria?</li> <li>• Which other ways could you monitor your work?</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Reduce emphasis of exemplars</li> <li>• Mastery and performance goals</li> </ul>	<p><b>Feeding-Back Prompts:</b></p> <ul style="list-style-type: none"> <li>• Are you on track with your work?</li> <li>• How do you know?</li> <li>• To which level are you satisfying the success criteria?</li> <li>• Are you on track to achieving your goal?</li> <li>• How do you know?</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Delay feedback</li> <li>• May only require verification feedback</li> </ul>	<p><b>Feeding-Forward Prompts:</b></p> <ul style="list-style-type: none"> <li>• How could you deepen your understandings?</li> <li>• How could you improve your work?</li> <li>• What is the next step for your learning?</li> <li>• How do you know?</li> </ul> <p><b>Feedback Strategies</b></p> <ul style="list-style-type: none"> <li>• Delay feedback</li> <li>• Reduce teacher reliance</li> <li>• Develop self-regulated learners</li> </ul>

# Competency-Based Learning in MVAs

## Next Generation Assessment

**Some MVA experiences (especially CCPs, EEs, and internships) are strengthened through the use of a Personalized Competency-Based Learning (PCBL) mindset, emphasizing student empowerment, equity, and mastery-based progression. Here's some guidance on how to integrate this mindset into MVA experiences. But, first, what is the PCBL mindset?**



## Personalized Competency-Based Learning Mindset

*Adapted from the Aurora Institute & Adopted by SRSN\**

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.
- Students engage in Real World Learning experiences that support high school, college, career, and workplace readiness.

## Learn More

### **Success Ready Students Network (SRSN):**

The SRSN supports Missouri public school stakeholders using a competency-based mindset to personalize learning to ensure every student has the knowledge, skills, and dispositions they need to be high school, college, career, and workplace ready. SRSN members meet regularly to engage in professional learning, solution creation, and policy development. This engagement includes LEAs and the Missouri Department of Elementary and Secondary Education working together to design and scale next-generation assessment and accountability systems that are meaningful, actionable, and transparent to all stakeholders.

SRSN policy focus is on the state of Missouri, but all schools can take advantage of their professional development learning pathways on PCBL:

1. Foundational Learning
2. Real-World Learning
3. Curriculum and Instruction
4. Assessment
5. Leadership



# How to integrate PCBL mindset into MVA Experiences

Several school districts in the RWL Collaborative are members of the SRSN Innovation Zones\* and have adopted PCBL mindset strategies into their MVA experience assessment goals. The following represents some of the guidance provided by educators implementing MVAs.

## Student Empowerment and Ownership

Encourage students to seek out or even create their own opportunities for MVAs, building their confidence and professional networks.

## Meaningful Assessment

Assessments can be integrated to measure learning of content standards and at the same time enhance and guide students' real-world experience.

## Differentiated Support

Students should receive timely, differentiated support tailored to their individual needs. This approach ensures that all students, regardless of their background, have equitable access to MVAs, which support and enhance content learning standards for a subject area. Whether through personalized mentorship or specialized resources, the goal is to meet students where they are and support their unique learning journeys.

## Mastery-Based Progression

Encourage a culture of continuous improvement, where students revisit and refine their interests and skills. Doing so works best with several iterative progressions.

## Active, Personalized Learning Pathways

Create opportunities for students to pursue internships, client-connected projects, or entrepreneurial experiences that align with their passions and career goals.

## Equity in Access and Opportunity

The RWL initiative prioritizes equity, ensuring that all students, especially those from historically marginalized groups, have access to valuable MVAs. Embedding equity in the culture, structure, and pedagogy of schools is critical. Leverage community partnerships, like those with local chambers of commerce or economic development councils, to provide diverse and inclusive opportunities for all students.

## Rigorous, Transparent Learning Expectations

Establish clear and common expectations that are rigorous, measurable, and transferable for what students should learn and be able to do through their MVA experiences.



## Peer Learning: Innovation Zones

Want to learn more about how RWL Network schools are incorporating PCBL into MVA experiences. The following schools are part of the SRSN Innovation Zones.

Belton  
Blue Springs  
Center  
DeLaSalle  
Fort Osage

Grandview  
Harrisonville  
Kearney  
Lee's Summit  
Liberty

North Kansas City  
Park Hill  
Platte County  
Raymore-Peculiar  
Smithville