

**Descriptive Feedback:  
The Teacher as Coach**  
- Principles and Practicalities -

Kansas MTSS & Alignment  
Math Repository 2022



1

**@rickwormeli2**  
**www.rickwormeli.com**  
**rick@rickwormeli.onmicrosoft.com**

*- For further conversation -*

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We can learn without grades, but we can't learn without descriptive feedback.

3

We're talking about feedback that is specific, engages students in their own learning, cultivates their own versatility with the content/skills,

*...sheds learned helplessness, builds self-efficacy, and avoids CYA comments simply to justify the grade.*

4

## Meta-Cognition: Engage Students on their Process of Learning

What worked for me,  
and what did not?  
What would I change  
in my learning  
practices next time?

Where did I begin, where did I end  
up, and what decisions did I make  
in order to reach that success?  
What did I learn about myself as a  
student?

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When properly done, **validation** for hard work and solid learning comes primarily from sources *other* than instructors:

- The student finds connection, meaning, or joy in it for its own sake.
- Coursemates/colleagues find the student's work and competence helpful to them in their own efforts.
- The student uses the learning in meaningful pursuits in other courses.
- The student uses the learning to do things during discretionary free time that are valuable to him.
- Professionals in the field provide constructive feedback.

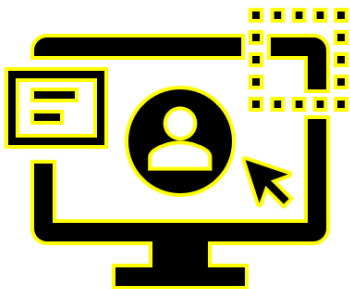
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Descriptive Feedback Techniques gain new urgency here. Here are two new videos for teachers AND parents to help develop descriptive feedback in learning:

- Descriptive Feedback Techniques Part 1  
<https://www.youtube.com/watch?v=78y5Csm5N8g>
- Descriptive Feedback Techniques Part 2  
<https://www.youtube.com/watch?v=TgpumwMOe4g>  
Both are also available at [www.rickwormeli.com/multimedia](http://www.rickwormeli.com/multimedia)
- See, too, the work of Susan Brookhart, Bill Ferriter, Starr Sackstein, and Douglas Fisher/Nancy Frey, Starr Sackstein

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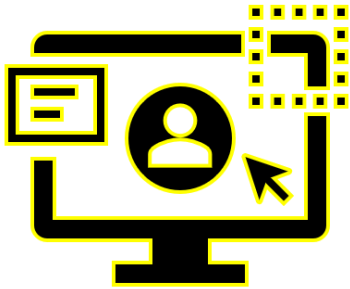
*Great resource:*



“75 digital tools and apps teachers can use to support formative assessment in the classroom” by Kathy Dyer January 31, 2019

<https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/#.XxbpaNVrhrN.mailto>

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**Another great resource I just saw last week:**  
[www.floopedu.com](http://www.floopedu.com)

This site is recommended by Mark Barnes and others who promote going gradeless in the classroom and focusing on feedback instead.

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**Quick Practical Tip for School-Home Communication:**  
On Parent View (or Parent Oracle or similar platforms),  
enable the pop-up text box function on assignments and assessments.

**Miguel can complete fragments, making them full sentences, but he is inconsistent in recognizing fragments. Here's a great link to an animation tutorial that will help him spot fragments:**

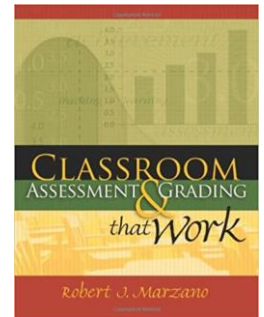
**[www.schooltube.com/Youcompleteme-afragmentstory](http://www.schooltube.com/Youcompleteme-afragmentstory). We'll redo these fragment assessments on the unit exam in two weeks.**

***It's vs Its* understanding and use are proficient.**

***[We can insert audiofile commentary, screencastify videos, evaluative commentary, links to sample exemplars, and much more here.]***

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Teacher Action	Result on Student Achievement
Just telling students # correct and incorrect	Negative influence on achievement
Clarifying the scoring criteria	Increase of 16 percentile points
Providing explanations as to why their responses are correct or incorrect	Increase of 20 percentile points
Asking students to continue responding to an assessment until they correctly answer the items	Increase of 20 percentile points
Graphically portraying student achievement	Increase of 26 percentile points



-- Marzano, CAGTW, pgs 5-6

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**“/F]eedback is most effective when sought.”**

– Seamus Gibbons, as quoted in Clarke and Hattie, 2019, p. 157

*What does this mean for us as educators?*

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“The Story of Austin’s Butterfly”  
with Ron Berger  
[www.youtube.com/watch?v=hqh1MRWZjms](http://www.youtube.com/watch?v=hqh1MRWZjms)

Let’s process the video a moment:

- *What does the teacher do -- What are the elements of feedback you see used?*
- *What about helpful feedback was made clear to students in this experience?*
- *What elements demonstrated here could you incorporate in your lessons in your subject(s) and grade level(s)?*
- *How is our teaching (and students’ learning) affected positively, given the foundation of education as an effort to, “draw out?”*

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2014 study (Cohen and Carcia) with high school English classes writing essays: “Half the students received one more sentence [*with their feedback*]: ‘I am giving you this feedback because I believe in you.’ The students who received this message achieved at significantly higher levels a year later, even though teachers did not know who had received the sentence and there were not other differences between the group.”

- Clarke and Hattie, p. 45

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Type of Feedback	Impact on Students
Scores Alone	<i>Ineffective: Students were complacent, unmotivated</i>
Score with Comments	<i>Ineffective: Students focused only on judgement of scores, how they did in comparison to others, didn't internalize or use comments</i>
Comments Alone	<i><u>Effective</u>: Students in this group demonstrated the most improvement and learning</i>

Wait, check this out!



Caveat: Scores with helpful descriptive feedback, *not* merely teacher venting or comments justifying grades, DO have a positive impact.

-- Ruth Butler (1988, as cited in Wiliam 2011), from Arthur Chiaravalli (@hhschiaravalli) "Teachers Going Gradeless: Toward a Future of Growth Not Grades"

Judgement inhibits learning; it limits the instructional impact of descriptive feedback. Ego and status are invoked.



**Helpful Disposition:**  
Create the rubric and feedback with an eye toward increasing the student's involvement with his own learning, and building repertoire of responses (versatility), **NOT** for sorting students or justifying a grade or score.

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*What do these all have in common?*

Good job.  
Excellent.  
Little effort here.  
Unacceptable.  
Disappointing.  
Did not follow directions.  
One of the best in class!  
Well organized.

Well done.  
Sloppy.  
Intelligent!  
Confusing.  
Poorly designed.  
Outstanding!  
Significant errors.

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*How about this for descriptive feedback?*

“You earned a 92%, Joel,” says the instructor as she passes back test papers. “That’s better than most of the class.”

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## **Tone matters.**

- “Using words and phrases that ‘lecture’ or ‘boss’
- Telling the student what to do, leaving nothing up to the student’s choice
- Assuming that your feedback is the last word, the final expert opinion”
- Finding fault (p.26) - Brookhart, 2008, p. 26, 34

**vs**

- “Using words and phrases that assume the student is an active learner
- Asking questions
- Sharing what you are wondering about”
- Seeking to understand, compare to exemplars, re-direct, not blame

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## Tone matters.

In which teacher statement is the student considered thoughtful and purposeful?

- *“You won’t find much about carrier pigeons. That’s too narrow a topic. Pick something else.”*
- *“What did you think about when you chose that topic? What were you trying to accomplish?”*  
- Brookhart, p. 32, 2008

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In which instructor statement is the student considered thoughtful and an agent of his own learning?

- “That topic is going to take you down too many rabbit holes. It won’t work for this project.”
- “Tell me more about your reasoning for this topic – Where do you think it will lead?”

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## Kind, Specific, and Helpful

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**When providing descriptive feedback that builds agency and tenacity, comment on decisions made and their impact, NOT quality of work.**

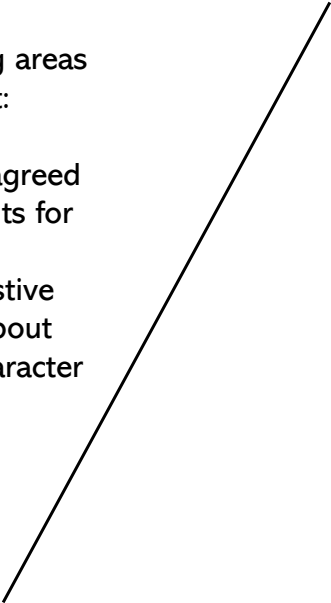
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Generally,

- Give feedback on two or three elements of the project/paper only. (Spandel, 2012; Brookhart, 2008) In the moment, this is about all the mind can process and use effectively.
- “Goldilocks Principle: Give feedback so that, “students get enough feedback so they the understand what to do, but not so much that they work has been done for them.” - Brookhart, 2008, p. 13

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When identifying areas for improvement:

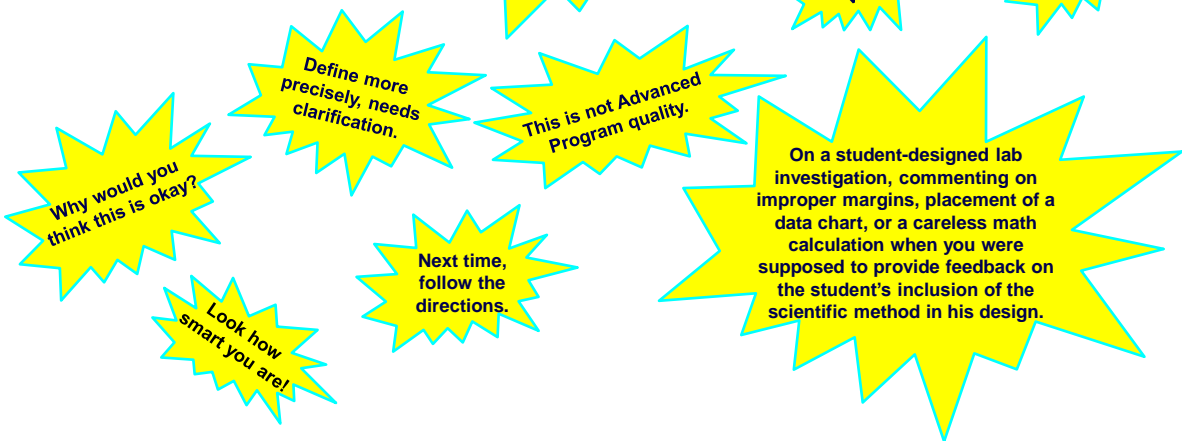
- be specific
  - stick to the agreed upon elements for discussion
  - avoid suggestive comments about students' character
- 

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If identifying areas for improvement, be specific, and stick to the agreed upon elements for discussion.

Avoid comments about students and their character.

These are **unhelpful**:



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Don't telegraph the solution or opinion of the student's work. The goal is for students themselves to see the errors and the successes, how to fix the errors, and the decisions they made that led to this success or lack thereof. We want children to be active participants in their own feedback and learning.

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**A mirror is  
emotionally inert,  
it does not  
judge you.  
It just reflects your  
reality back to you.**

**We are mirrors for  
students, reflecting  
back to them what  
they've done or  
learned, helping  
them compare that  
to learning goals.**

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Feedback from the Teacher to the Student:

- “You included one piece of evidence for each claim. Notice here in the directions that you were asked to include two or pieces of evidence per claim. What would you like to change?”
- “You used all four suggestions for compelling introductions, and as a reader, it made me want to read the rest of your paper. Thank you for that.”
- “You split your notebook into a double-entry journal, placing notes on the left side, applications on the right. How did that work for you?”
- “You accounted for the amplitude of the wave. As a result, what can you now tell me about energy outputs that you couldn’t tell me before?”
- “You cleared 8 of the 10 hurdles. What did you notice about the run, and what would you like to try differently in the next one?”
- “I noticed you used 500’s for your vertical increments on the graph. Why did you not use 50’s or 1000’s?”

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Feedback from the student him/her/themselves:

- I used distilled water in the lab. As a result, I do not have as many contaminants potentially affecting my lab results.
- I arched my back on the dismount. Because I arched my back, I am able to make a fluid transition into the next element of the routine.
- I isolated the variable to one side of the equation sign so I could plug in for x to get y and determine the coordinates to plot on my 4-quarant graph.
- I tied my shoe using a bow today, and it didn't fall off!
- Unless I use a ruler, nothing in my picture lines up.

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***And here's one from the teacher's perspective receiving feedback from a colleague or administrator:***

*"Your lesson was engaging."*  
[Judgement/Unhelpful]

*"You incorporated students' personal interests and culture in your examples, and you started with a real scenarios from students' lives that needed proper language in order to be resolved. As a result, students spent most of their time discussing French instead of socializing."*  
[Commenting on Decisions and their Impact – Helpful, professional]

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**“Goal setting and goal getting generate motivation to learn by focusing students’ attention on the gap between where they are in relation to the learning target and where they are heading. Knowing the distance between where you are and where you want to be *and can be* is a fundamental motivating principle (Locke & Latham, 2002)” - as quoted in Moss and Brookhart, p. 93**

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**People with goals outperform people without goals Goals can be self-created or accepted (from others) When goals are difficult, behaviors are energized (increased effort, persistence, etc.) Plan to receive feedback on your goals since feedback is the single most important predictor of achievement (Hattie and Timperley, 2007)**

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Consider asking students to regularly set learning goals in mathematics: *What would that look like? Is there a format for course goal-setting you could draft right now?*

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Task		Due Date	Submission Date
Learning Target	Success to Repeat on Summative	Struggle I Had This Time	How to Fix it for Summative

From, *Coaching your Classroom* by Garnet Hillman & Mandy Stalets;  
Original idea from Aric Foster and Megan Moran, 2012

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## What's the Greatest Motivator to Humans in a Workplace?

- a) Recognition for good work?
- b) Incentives for work well done?
- c) Management support?
- d) Interpersonal support (other staff)?
- e) Clear, achievable goals?
- f) Making progress?

Amabile, TM, Kramer S. J. (2007, May). Inner work life: understanding the subtext of business performance. *Harvard Bus Review*, 85(5):72-83, 144.

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Sometimes we stop the feedback and provide direct instruction instead.

“Feedback about the task has been found to be more powerful when it corrects misconceptions than when it alerts students to lack of information (Hattie & Timperley, 2007). If a student doesn't know something, further instruction is more powerful than feedback.”

– Brookhart, p. 20

If a step in a mathematical procedure keeps going wrong, ...and there is clearly a place value misconception, there is no point continued with the [feedback] procedure until the place value understanding is developed.”

- Clarke and Hattie, p. 60

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## Desmos Design – “Why We’re Suspicious of Immediate Feedback” by Dan Meyer • February 21, 2017

“Delay feedback for reflection, especially during concept development activities....I can illustrate that for you with this activity, which has two tasks. You get immediate feedback on one and delayed feedback on the other...” -

Activity: Immediate v. Delayed Feedback by Dylan Kane:  
<https://teacher.desmos.com/activitybuilder/custom/58a230282380de7934fe8b2e>

“Edit the equation below so that you separate the blue points from the red points.” [Equation and graph of blue and red points provided]

*Question: How was your brain working differently in the “Circle” challenge [delayed feedback] than the “Parabola” challenge [immediate feedback]?*

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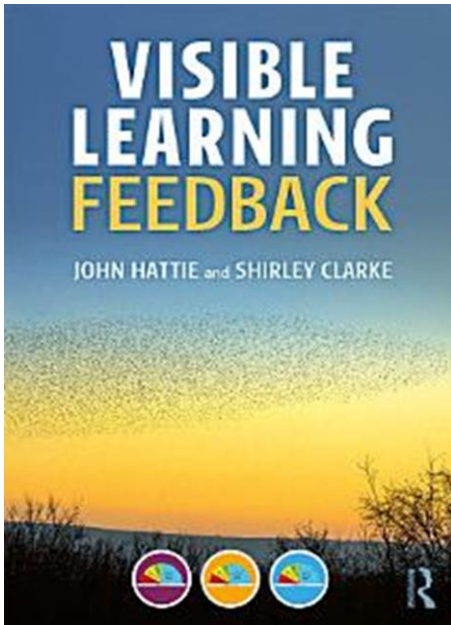
## Desmos Design - Why We’re Suspicious of Immediate Feedback By Dan Meyer • February 21, 2017

Teacher Comments on the Activity, Considering Immediate vs Delayed Feedback:

- The circle one was both more challenging and fun. I found myself squinting on the circle to visualize it in my head while with the parabola I mindlessly did trial and error.
- With the circle, the need to submit before seeing the effect made me really think about what each part of the equation would effect the graph in each way. This resulted in a more strategic first guess rather than a guess and check approach.
- I could guess & check the parabola challenge. In the circle challenge I had to concentrate more about the center of the circle and the radius. Much more in fact.
- I couldn’t use trial and error. I had to visualize and estimate and then make decisions. My brain was more satisfied after the circle.
- I probably worked harder on [the circle] because my answer was not shown until I submitted my answer. It was more frustrating than the parabola problem – but I probably learned more.

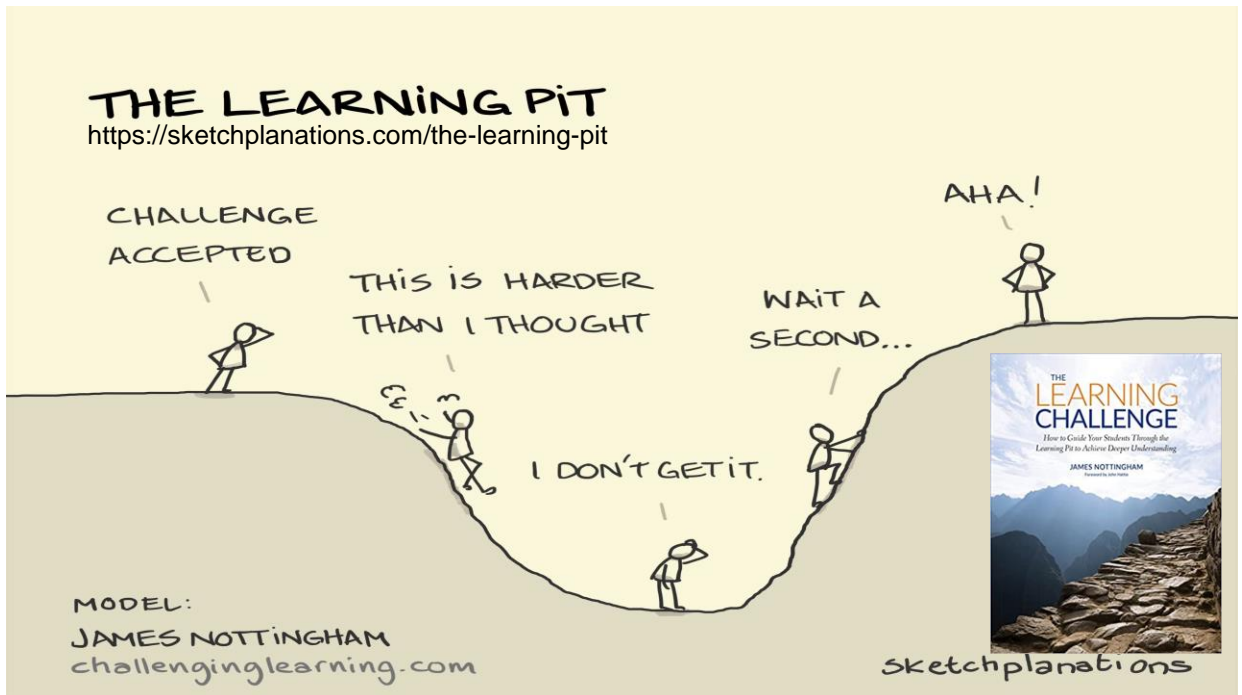
*“For most people, the feedback delay provoked thoughtfulness where the immediate feedback provoked trial-and-error.”*

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“Judicious withholding, delaying, and reducing feedback can boost long-term retention and lead to more sustained learning (Soderstrom & Bjork, 2015). This ‘holding back’ is more effective after the students have gained the idea or information (the surface phase) and are moving into relating and extending ideas (the deeper phase). It is the optimal time to encourage the students to follow ‘what to do when you are stuck strategies,’ ...and let them wallow in error.”  
 – Clarke and Hattie, p. 88

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Neuroscience support for delayed feedback:

- From *Medium*: “Not So Fast: The Hidden Value of Delaying Educational Feedback” by Jay Lynch, Jan 18, 2019 (Analytical, research-based piece with thorough citations and references)
- EdSurge: “Is Immediate Feedback Always Best?” By Craig Roberts, Feb 16, 2016
- *Scientific American Mind* magazine: “Wait for It: Delayed Feedback Can Enhance Learning: When answers to questions come at unpredictable intervals, memory improves” by Tori Rodriguez, May 1, 2015

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**Two Questions to Ask Students:**

- **What are you supposed to be learning?**
- **Where are you in relation to that goal?**

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Great Idea: Ask students to compare (in writing or orally) their effort to an exemplar - Where does it match, where does it differ, and what they need to do to match the example given.

- How does my method of solving the problem align with the given algorithm or example?
- How is my result or approach different than my classmate's and which one was effective in answering the given question?
- What questions did I ask as I figured out how to solve the problem, and were they the right questions or those asked by others?

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“Point and Describe”  
(from *Teaching with Love & Logic*, Jim Fay, David Funk)

**Two Ways to Begin  
Using Descriptive  
Feedback**

“Goal, Status, and Plan for the Goal”

1. Identify the objective/goal/standard/outcome
2. Identify where the student is in relation to the goal (Status)
3. Identify what needs to happen in order to close the gap

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Place a dot at the end of the line of writing, or near the issue in the math problem, code, lab, performance, music piece....

Do not identify the concern or issue, let the student do that.



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$$2(2x-5) + 2x = 38$$

$$4x - 10 + 2x = 38$$

$$2x - 10 = 38$$

$$2x - 10 + 10 = 38 + 10$$


$$2x = 48$$

$$X = 24$$

Check out: "Highlighting Mistakes – A Grading Strategy" on [www.Youtube.com](http://www.Youtube.com)

 = Feedback Area 1

 = Feedback Area 2

 = Feedback Area 3

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Effective Protocol for Data Analysis  
and Descriptive Feedback found in many Schools:  
**Here's What, So What, Now What**

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1. **Here's What:** *(data, factual statements, no commentary)*
2. **So What:** *(Interpretation of data, what patterns/insights do we perceive, what does the data say to us?)*
3. **Now What:** *(Plan of action, including new questions, next steps)*

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Item	Topic or Proficiency	Right	Wrong	Simple Mistake?	Really Don't Understand
1	Dividing fractions		✓		✓
2	Dividing Fractions		✓		✓
3	Multiplying Fractions		✓	✓	
4	Multiplying fractions	✓			
5	Reducing to Smp1st trms	✓			
6	Reducing to Smp1st trms	✓			
7	Reciprocals	✓			
8	Reciprocals		✓	✓	
9	Reciprocals		✓	✓	

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Date

Mr./Mrs./Miss \_\_\_\_\_,

I understand....

I need assistance in....

I suggest the following four steps for me to take in order to learn these content and skills:

Sincerely,

\_\_\_\_\_

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**“I used to think...,  
but now I think...”**

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Student Samples:

- “I used to think semi-colons and periods were the same, but now I think they’re not. A period is a cold stop at the end of a complete thought. A semi-colon separates two main clauses that could stand alone, but are related to each other, and we want to give the second clause a boost with the momentum from the first one.”
- “I use to think fake news was a modern invention, but now I think it’s been around since the first Continental Congress.”
- “I used to be suspicious of anyone who wasn’t from my culture, but now I think that people in other cultures have the same fears and hopes as me and my culture. Maybe we’re more alike than I think.”

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Feedback and Instructional Coaching have great merit when creating voice and choice with students. Let’s interact with students so as to make them agents of their own learning.

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## PARAPHRASING

- I hear you saying...
- What I hearing you saying is...
- Let me make sure I have this correct...
- In sum, then, you are worried that...
- Do I have that right?
- Did I hear that correctly?
- It sounds like you're saying that...

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## COACHING/MENTORING QUESTIONS

*[BASED ON THE WORK OF COSTA, GARMSTON,  
TOLL, AGUILAR, KNIGHT, AND WORMELI]*

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## QUESTIONS TO HELP STUDENTS REFLECT

- How do you feel it went?
- When you think about your successful learning, what gets in the way?
- Why did you choose....?
- Is this increasing or decreasing your autonomy with the skill?
- How does this move you from dependence on the instructor to independence from the teacher?

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## QUESTIONS TO HELP STUDENTS REFLECT

- How's [X] going? You were concerned/happy with X last time.
- What was your goal there?
- What do you mean by....?
- Tell me more about...
- How will you be different as a result?
- What would a respected classmate or friend do this situation?
- What have you done in the past, and what was the result?

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## QUESTIONS TO HELP STUDENTS REFLECT

- Is there another way to do this?
- I noticed you...., and as a result... Was that your goal?
- How does that further your goal?
- Describe a time when this was successful for you.
- Tell me what excites you about this unit.
- Tell me what excites you about your training these past few weeks.
- Let's consider the situation from his/her point of view....
- What are your objectives, and how are they a part of a larger set of goals?

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## QUESTIONS TO HELP STUDENTS REFLECT

- When you do this again, what will you change?
- What does that tell you?
- Is there anything to that?
- Who is your intended audience for that statement and will it be clearly understood by them?
- If time wasn't an issue, how would you do this differently?
- How are you progressing towards the goal?
- Is that congruent with your values/beliefs? Does that action have integrity?

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## QUESTIONS THAT HELP STUDENTS GET TO SPECIFICS

- How will you begin?
- What will you need for that?
- Can you give an example of....?
- Imagine yourself at that point in the learning – What will be going through your mind?
- Can you describe that further?
- Let's rehearse that moment together.
- Are you more or are less reliant upon the teacher for your learning?
- Let's watch another demonstration via video clip – What do you notice?

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## QUESTIONS THAT HELP STUDENTS GET TO SPECIFICS

- Let's consider the situation from his/her point of view....
- How will you know you are successful?
- What would you like me to look for or critique as I watch your demonstration?
- What did you see the teacher or classmates doing (or hear them saying) that made you feel that way?
- What do you recall about your own behavior during the experience?
- How did what you planned compare with what you did?
- Are you engaged or just on task, and how do you know?

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## **QUESTIONS THAT HELP STUDENTS GET TO SPECIFICS**

- Do you feel like you understand the goals here? If so, what are they?
- What are some anticipated challenges/barriers, and how can we address them?
- Is your progress/learning visible to you, and how?
- Is there any part of this that you can do yourself?
- Does this feel active or passive for you as a learner?
- How could we streamline this process so you have more time to...?
- What could we do to help you get this done on time?

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## **QUESTIONS TO HELP SOLVE PROBLEMS**

- Could you tell me how you...?
- And what else?
- And what was your response?
- How could you have re-phrased the question/statement so there was a different outcome?
- How could we re-phrase that to better communicate your intent?
- What did you do/decide that added to -- or resolved -- the issue?
- What have you tried so far?
- Was this effective – How do you know?
- Did this increase the difficulty of the challenge or the complexity?

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## QUESTIONS TO HELP SOLVE PROBLEMS

- “If this problem were solved what would it look like?” (Toll, p. 32), or alternatively, “What would I notice is different if I visited your workplace or chatted with you about your job?” (paraphrased from Toll, p. 33)
- What would a respected colleague do in this situation?
- Let's brainstorm some possibilities together.
- What have you tried?
- How would you like this to be different?
- Would it be okay if we “partnered on this” (Toll) and did some individual information gathering and share back with other next week?

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## QUESTIONS TO HELP SOLVE PROBLEMS

- Have you talked to....? They may have some advice on this.
- Where did the learning break down?
- Is there a metaphor or analogy we could create that would help you understand/remember this more clearly?
- I hear you saying..... Is that what you intended to say?
- What else are you considering?
- Why did you not choose to....?
- Why did you choose to....?
- Of the three concerns/challenges listed, on which one would you like to focus first?

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## HELPFUL RESOURCES

- ***Educational Coaching: A Partnership for Problem Solving*** by Cathy A. Toll
- ***Turning to One Another: Simple Conversations to Restore Hope to the Future*** by Margaret Wheatley
- ***Embarrassment – And the Emotional Underlife of Learning*** by Thomas Newkirk
- ***Onward: Cultivating Emotional Resilience in Educators*** by Elena Aguilar
- ***The Art of Coaching: Effective Strategies for School Transformation*** by Elena Aguilar
- ***The Human Side of School Change: Reform, Resistance, and the Real-Life Problems of Innovation*** by Robert Evans
- ***Instructional Coaching: A Partnership Approach to Improving Instruction*** by Jim Knight

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## HELPFUL RESOURCES

- ***Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected*** by Jim Knight
- ***Coaching Conversations: Transforming Your School One Conversation at a Time*** by Linda M. Gross Cheliotas, Marceta F. Reilly
- ***Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School*** by Bryan Goodwin, Tonia Gibson, Dale Lewis, and Kris Rouleau
- "The Grief of Accepting New Ideas," "Cultivating the Intellectual Life of Teachers," and, "Reflective Coaching: Training for All Teachers" by Rick Wormeli (Article available at [www.rickwormeli.com](http://www.rickwormeli.com))

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Let's take a few moments and hear what researchers and trainers find about feedback in the post-high school world, and how it connects to what we've been describing here...

"The secret to giving great feedback | The Way We Work, a TED series" with LeeAnn Renninger

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Feedback is a waste of everyone's time unless it's actionable. Make sure there are time, invitation, and tools to revise learning in light of feedback. Otherwise, why are you doing it?

"Studies of students' perceptions of feedback through the world (2018) show that students perceive as positive both descriptions of what they did well and constructive suggestions for improvement, as long as they are given a chance to use those suggestions."  
- p. 60, Moss & Brookhart

Yeah, do re-do's and re-takes...

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**When it comes to what we're teaching, what do most teachers aspire to achieve with their students?**

**Competence.**

**This happens only with re-iterations, increasing complexity and facilitating helpful feedback along the way, not "one and done."**

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**Incompetence in a subject is never maturing or preparatory. 'Just sayin'.**

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No research indicates using low, unrecoverable grades as the way to instill self-discipline, respect for deadlines, and caring about one's work. Teachers who rely on grades for class management and student motivation are uninformed, exacerbating the problems they are trying solve.

Let's get up to speed on what we know about motivating adolescents and use those ideas instead of grades and grading.

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We have robust, practical insights for building self-discipline, time management, completing homework, and more. Look to the domains of: executive function, fostering independence, meaning-making, teacher-student relationships, helping students to self-monitor their own learning through effective feedback practices, building student agency (voice and choice), and self-efficacy.

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How does anyone become competent in a profession or hobby? By doing it a lot and receiving helpful feedback as they progress, NOT by doing it one time well or attempting it one time and falling short of excellence.

75

*From a Welding instructor: "If students know they can just re-take the test and getting a higher score later, they won't give the initial attempt its due attention and effort. ...These students have to be on the ball, ready to go the first time around when they are in the field. Re-do's don't prepare them for that."*

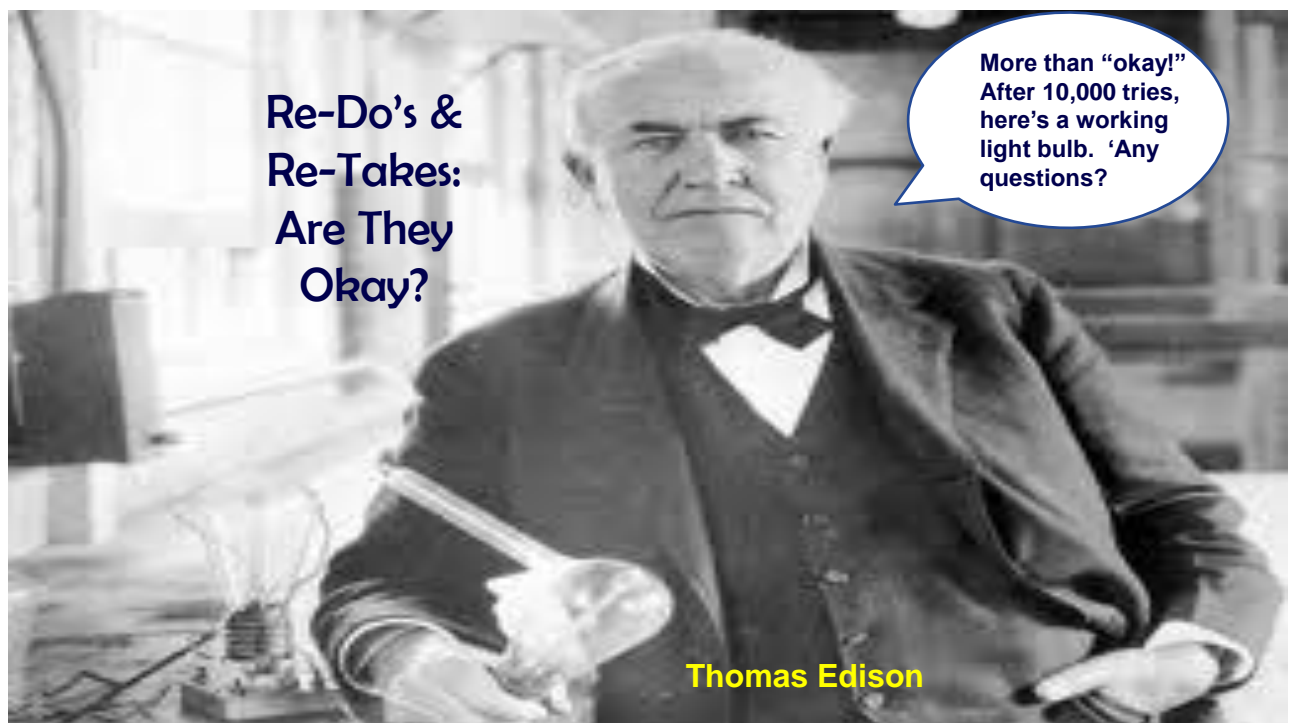
Response: How did any of us become competent? We did it over and over w/feedback from instructors in between. Lives are at stake, students better be prepared. Doing re-do's (and getting a higher grade for higher performance as a result), does NOT make students dependent on re-do's. In fact, it helps them mature so they don't need the re-do, and even better, they're competent in the skill and content..

76

Let's discern between post-certification, seasoned veteran performance expectations, and what the mind needs to experience during the learning process: They're different.

We can read all we want about inserting IV lines, for example, but we will lack finesse, likely bruising the patient, the first time we attempt the procedure, if we're not well practiced.

77



78

- b. *Minimum Academic Performance* — The minimum acceptable score on any phase exam or End-of-Course exam is 85 percent. Should a student receive less than the minimum acceptable score, the instructor will remediate the student and a second, different exam for that phase will be administered. Unsatisfactory performance will be referred to the appropriate military authority.
- c. *Minimum Demonstration/Performance Test Standard* — The minimum acceptable performance on any demonstration/performance test will be measured against the course standard and the required proficiency level for events requiring a demonstration/performance test.
- d. *Minimum Hour Requirement* — There is no minimum hour/event/sortie requirement for graduation.
- e. *Instructor Responsibilities* — Instructors are responsible for training accomplishment; however, students should monitor their own training and develop mission profiles when appropriate.

79

- People’s initial attempts during their training phase are not averaged into their post certification/licensure job performance.
- We gravitate towards those jobs for which we have proclivities. We don’t have to be excellent at everything everyone else is excellent at doing all at the exact same time and in the exact same format.

80



**'Principled First,  
'Actionable Second**

Repeated learning and assessment (re-iteration) after critical feedback is one of the most effective ways any one person becomes competent in any field.

81

**'Principled First,  
'Actionable Second**

Requiring experienced veteran, high-quality, post-certification performance in a student's one attempt at demonstrating competency during his/her/their learning process is ineffective instruction and not in alignment with how the mind learns.

82

**'Principled First,  
'Actionable Second**

Falsifying the report of student learning/proficiency does NOT teach responsibility or prepare them for certification in the field. It is a dishonest and ineffective practice.

83

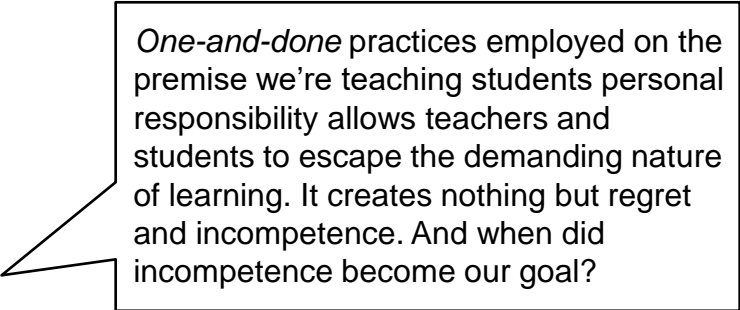
**'Principled First,  
'Actionable Second**

Walking with students as they recover from mistakes/failures teaches more content and helps them develop professional maturity more than do unrecoverable labels of "F." Unrecoverable F's have limited instructional impact. Denial of "F" recoverability communicates the message that it is okay for students to be incompetent.

84

***Compelling Observation:***  
Second career teachers  
embrace re-learning/re-  
assessing far more readily  
than do those who  
entered the classroom  
directly after college.

85



*One-and-done* practices employed on the premise we're teaching students personal responsibility allows teachers and students to escape the demanding nature of learning. It creates nothing but regret and incompetence. And when did incompetence become our goal?

86

## Stop & Consider: Recovering from failure in full teaches more than being labeled for failure ever could teach.

87

If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:

- This assignment has no legitimate educational value.
- It's okay if you don't do this work.
- It's okay if you don't learn this content or skill.

None of these is acceptable to a conscientious educator.

88

...and we can do  
redo's without  
losing our sanity  
while students  
learn personal  
responsibility and  
how to meet  
deadlines.

89

**Let's get to the nuts and bolts of  
re-learning and re-assessing...**

90

Rick's new article on Practical Tips  
for Re-Learning and Re-Assessing:

[https://www.amle.org/re-learning-  
and-re-assessing-practical-tips/](https://www.amle.org/re-learning-and-re-assessing-practical-tips/)

91

**Students should be  
allowed to re-do  
assessments until they  
achieve acceptable  
mastery, and they should  
be given full credit for  
having achieved such.**

92

## Misinforming, Unethical, and Ineffective:

- “I’ll give you ½ a point for each problem you go back and fix.”
- Averaging the new grade with the former one.
- “You can only re-do if you have a D or an F (1 or a 0).”
- “The highest grade you can get is a 70 (80, 85, etc) in order to be fair to those who studied and got a 100 the first time around.”
- Allowing students to do something else for the re-do that does not demonstrate the same evidence of learning (often found in Credit Recovery Programs)
- Allowing re-do’s without requiring re-learning.

93

We are in  
ceaseless composition.

“A ‘D’ is a coward’s ‘F.’ The student failed, but you didn’t have enough guts to tell him.”  
-- Doug Reeves

A (4,O)  
B (3,G)  
C (2,S)

Then one category  
called: Not Yet, In  
Progress, Incomplete, or  
No Evidence as of Today

94

### 13 Quick Tips and Mechanics of Re-do's/Re-Takes:

- Re-do's and Re-assessments are always done at teacher discretion, not the students' or parents' discretion.
- To protect sanity at first, limit redo's to only the identified, most pivotal of concepts/skills at first, and perhaps only to two attempts. No redo's the last week of the marking period.
- Simply making problem or response corrections is insufficient for a redo. Such a task is more of a proper learning experience.
- Identify a day by which time the re-assessment is accomplished or the grade is permanent, which, of course, may be adjusted at any point by the teacher.
- Students must submit a thoughtful plan of re-learning that is acceptable to the teacher before granted the opportunity to redo an assessment. Evidence of that re-learning must be submitted prior to the re-assessment.

95

### 13 Quick Tips and Mechanics of Re-do's/Re-Takes:

- As appropriate, students write letters explaining the differences between the first and subsequent attempts, what new decisions they made that they did not make before, and what they learned about themselves as a growing professional. Teachers may require students to include the original attempt with the revised assessment in order to truly make the comparison.
- Students achieving any grade or score less than an A, 4.0, or top of the scale are allowed to redo assignments and assessments. This isn't just for the lowest performers.
- Instead of averaging previous scores with new ones, we replace the earlier grade with the report of most recent evidence of proficiency.
- An accurate report of student proficiency is recorded on all re-assessments. There is no policy of having an upper ceiling that can be achieved on re-assessments in a misguided attempt to be fair to students who earned an A on their first attempt.

96



- Teachers reserve the right to give alternative versions of any assessment for the re-assessment version. These are not more difficult, as they are assessing the same evidence, but they may be in a different format to make sure students don't simply memorize answers and that they really know the material.
- If a test is organized in sections, teachers may opt to request students only redo the sub-sections on which they scored poorly rather than re-take the entire exam. This is "banking" the correct responses.
- If a student demonstrates proficiency after grades have been submitted to the college for the semester, a grade change report form can be submitted to the front office approving the new report in the student's academic record indicating higher proficiency.
- Re-taking the course for full credit is a viable re-assessment option, though this should not be used as the default option for all situations, nor should it be done with the same teacher.

97

*Important Consideration:*

Students make lack executive function and specific skills in how to study and learn something. In response, do we say, "That's their tough luck, they should be more responsible," or do we ask them, "How can I help?" We may need to help them figure out how to learn as well as how to prioritize, organize, and follow through on their goals.

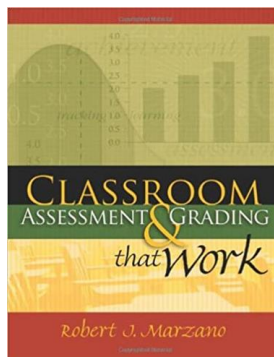
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*“What’s that you say – You want to raise your grade with extra credit? How about you learn what I’m teaching you instead? Since I allow re-do’s for full credit, you can achieve any grade you want.”*

99

Let’s start here and now looking at visual representation of student performance against standards. Search on these terms to get ideas:

- Data Visualization
- Data Imaging
- Data Communication
- Data Mining
- Visual story-telling
- Visual communication
- Infographic
- Information Graphics
- Pattern Recognition
- Icons
- Charts
- Graphs



Graphically portraying student achievement increases student achievement by 26 percentile points.

(Summarizing Robert Marzano, *Classroom Assessment and Grading*, ASCD, 2006)

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Linking Grades to Standards  
FOURTH EDITION

Ken O'Connor

Forewords by Garnet Hillman and Rick Stiggins



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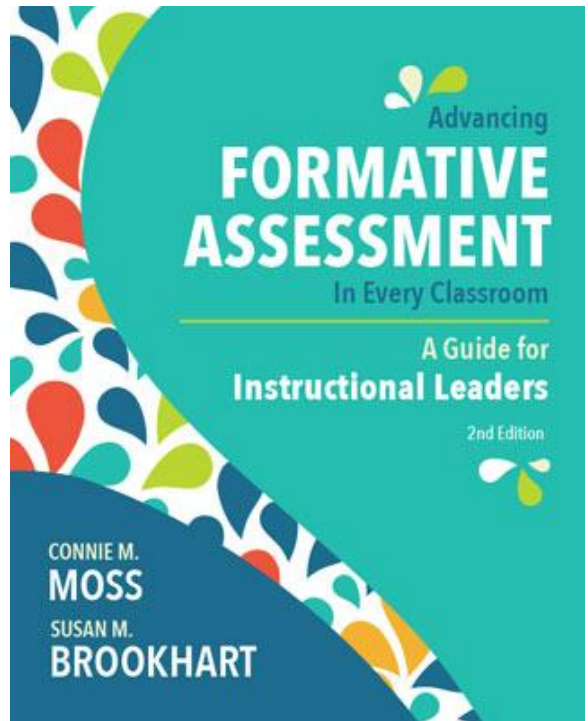
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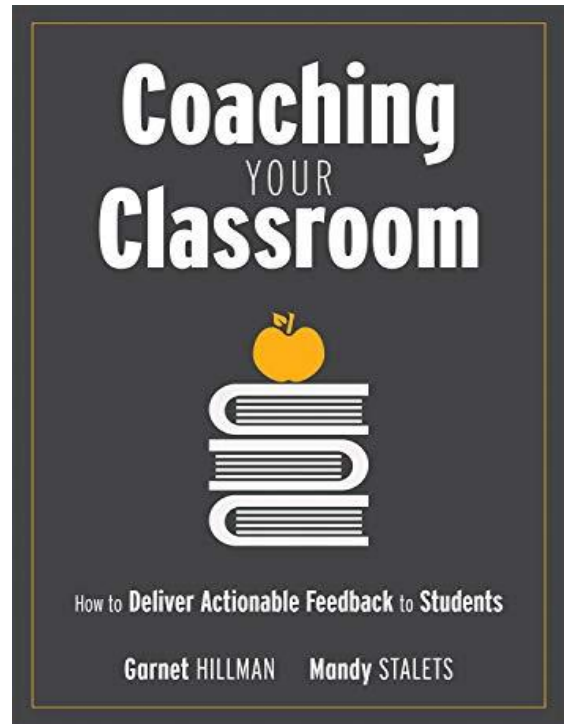
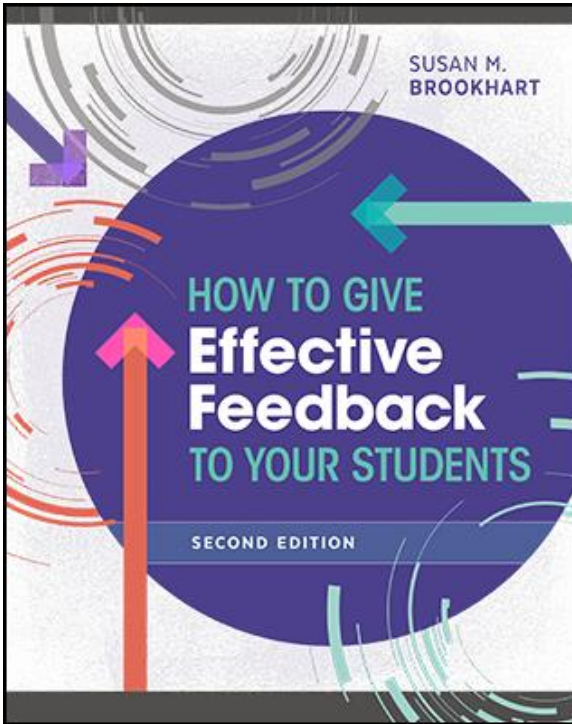
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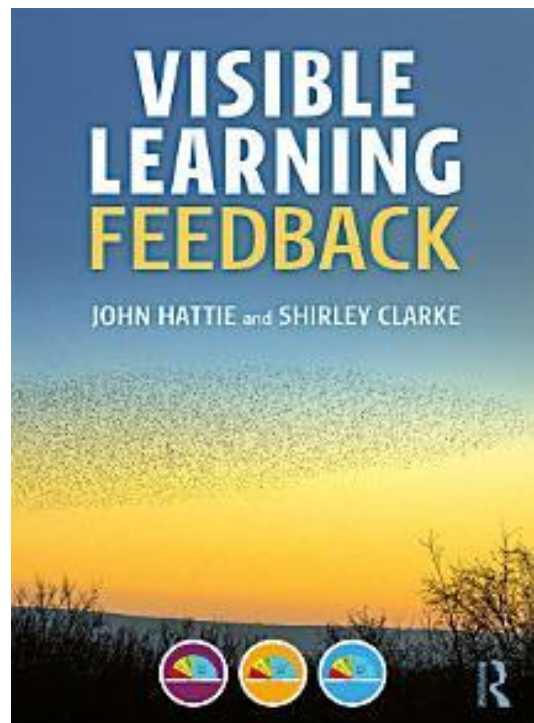
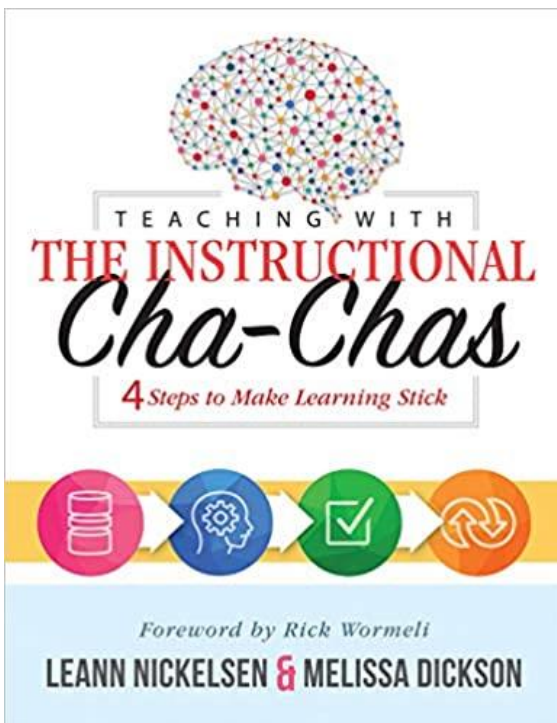
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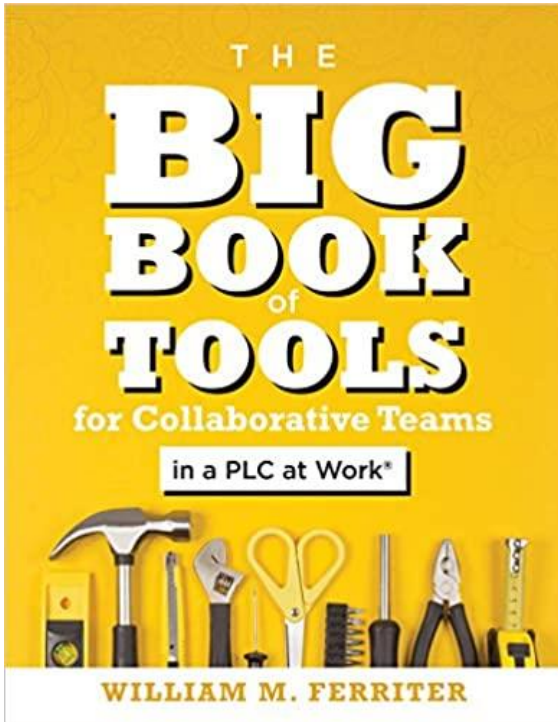
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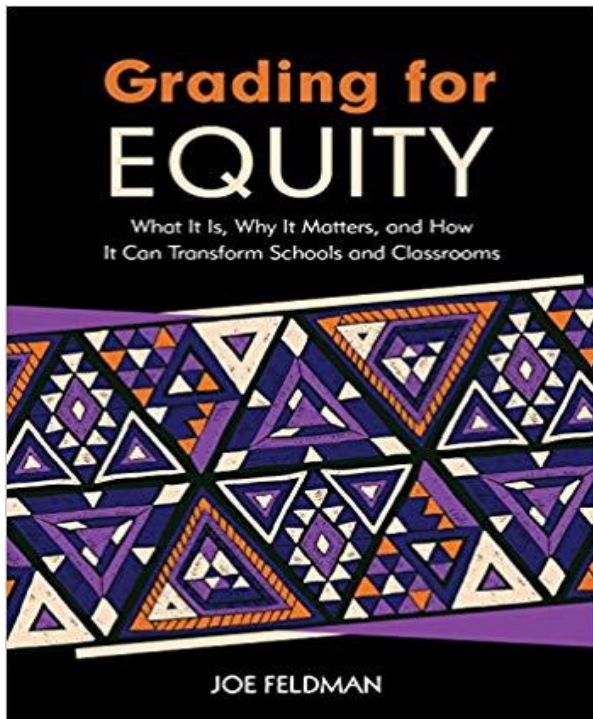
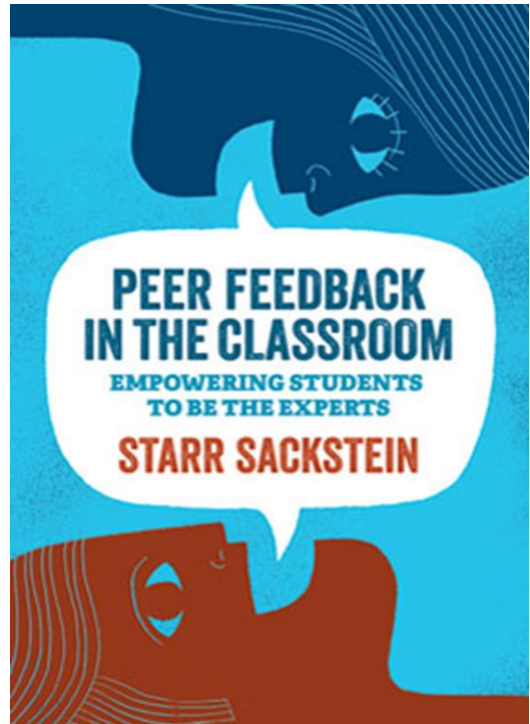
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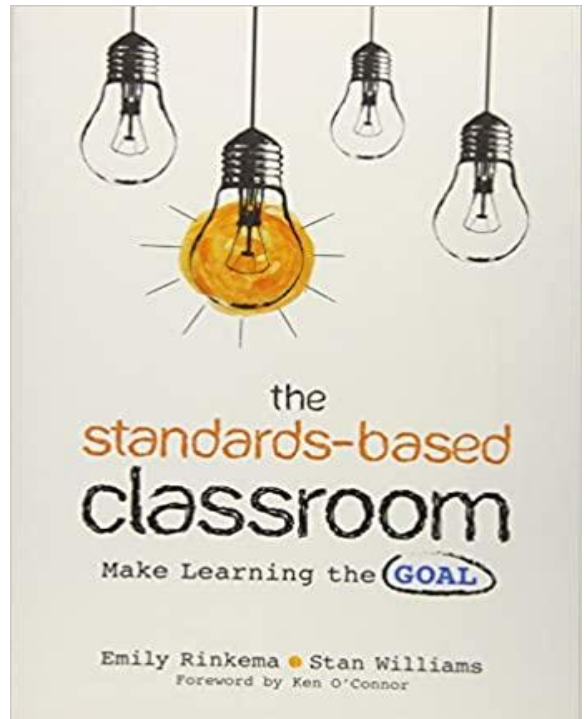
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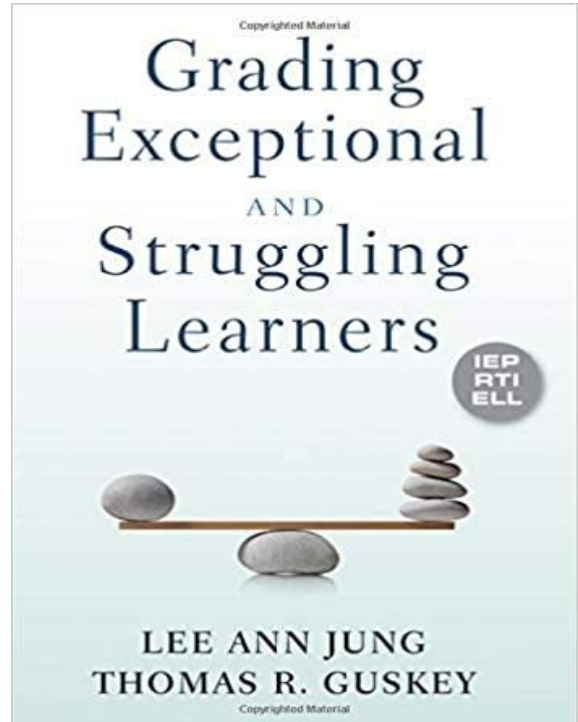
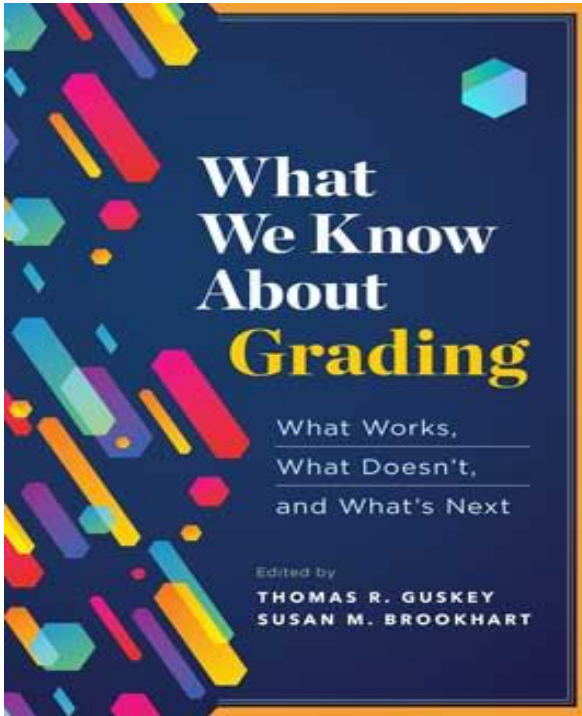


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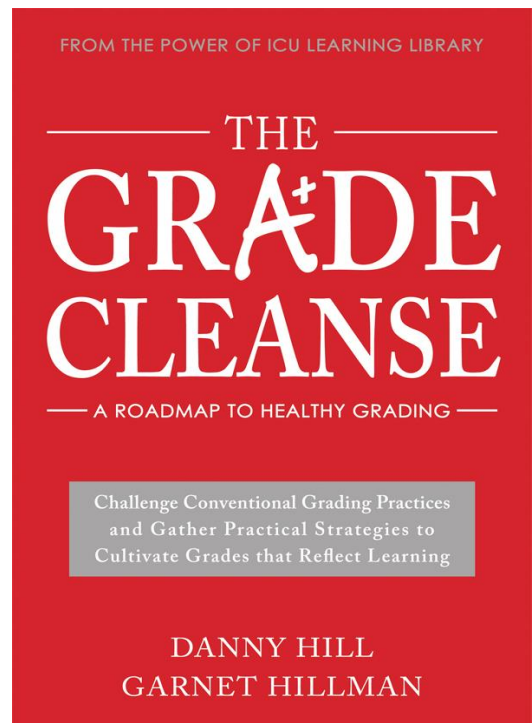
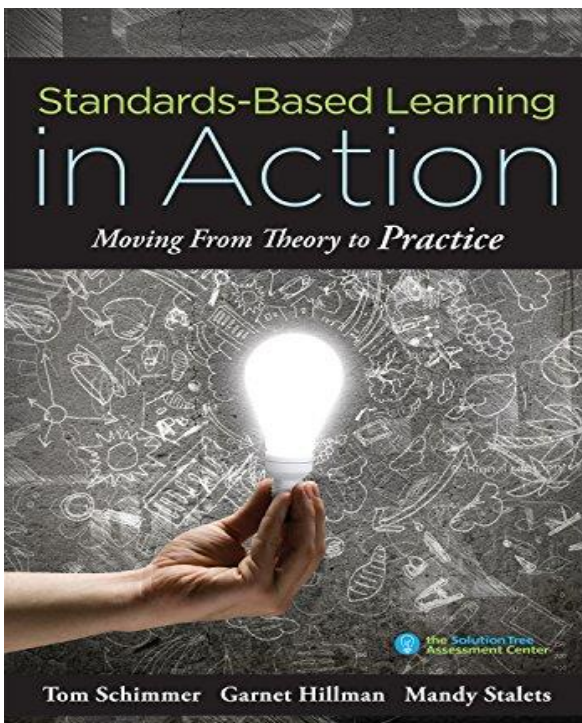


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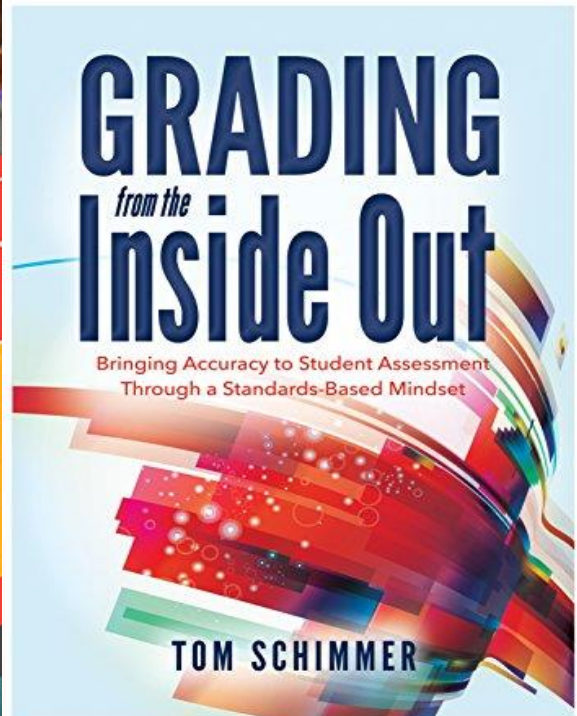
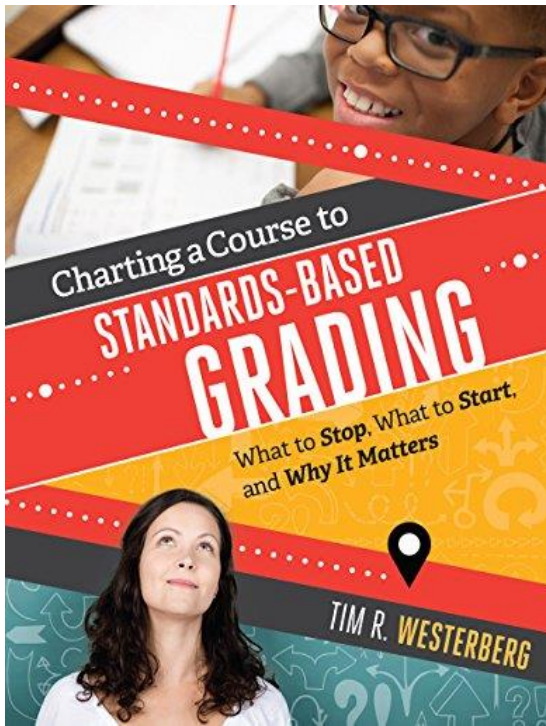




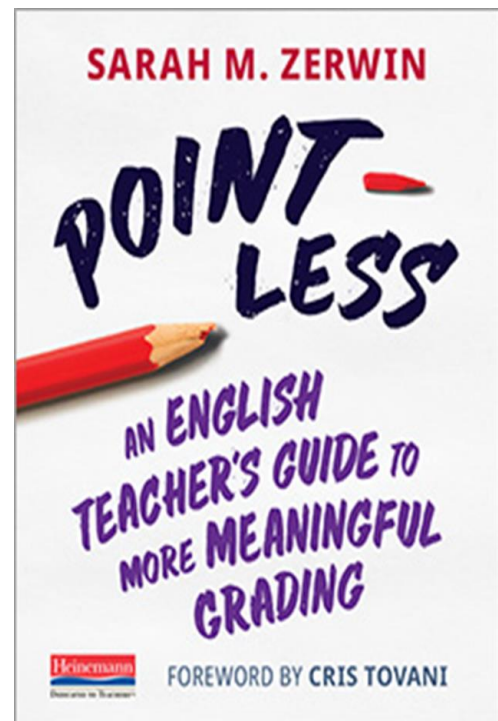
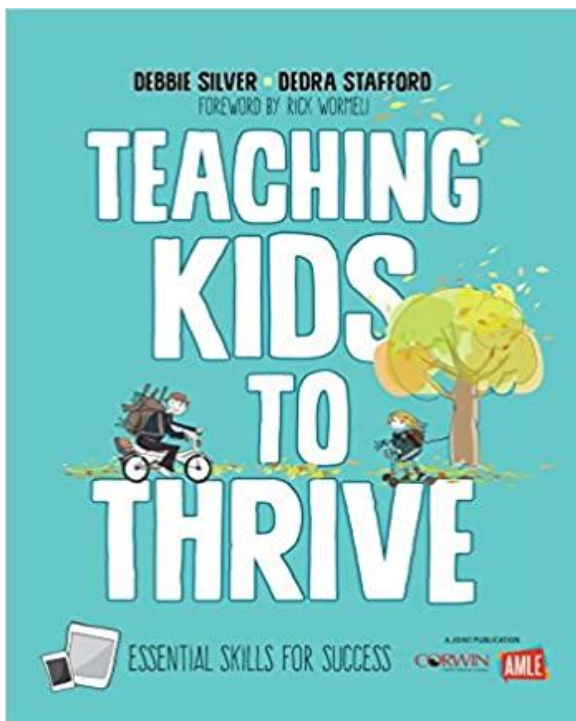
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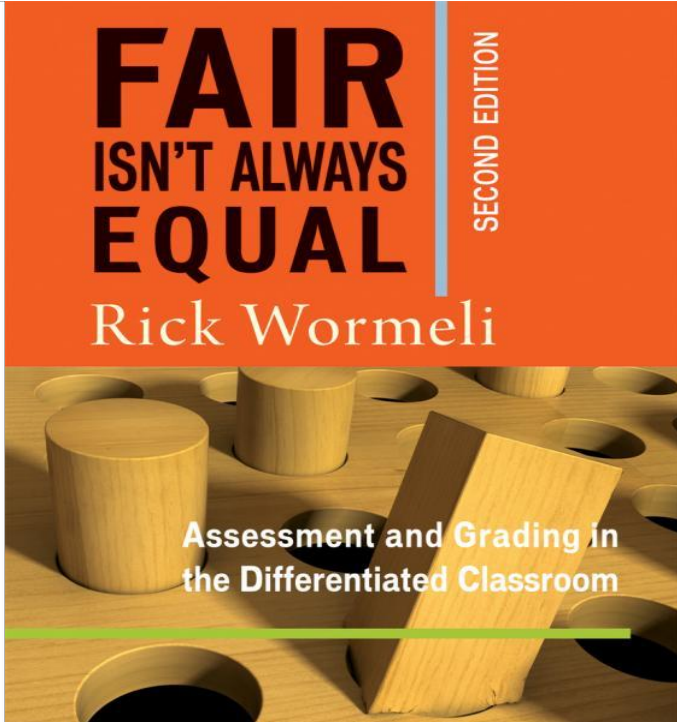
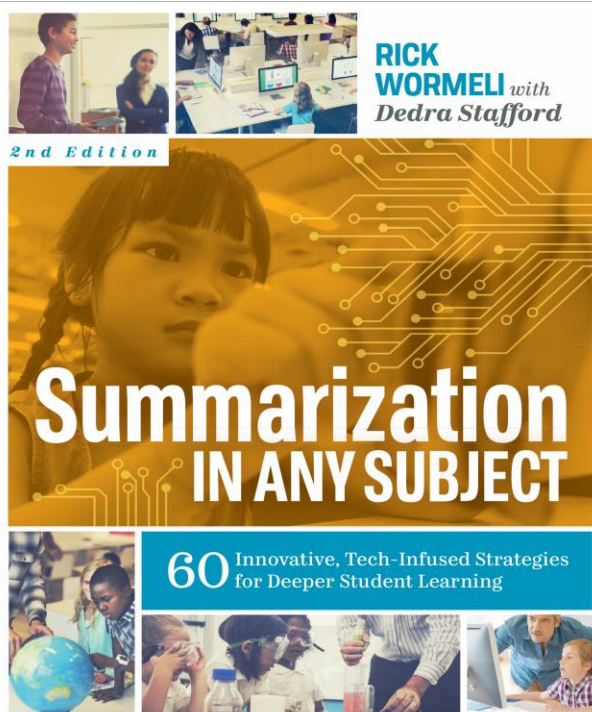
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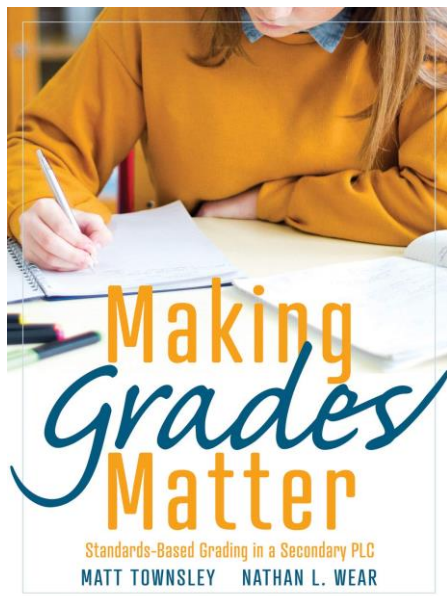
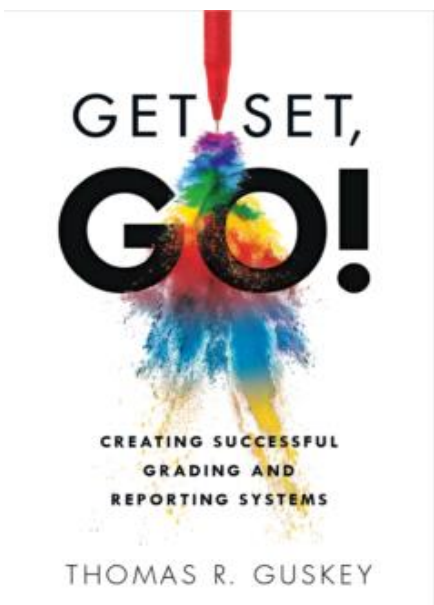
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111



112



The two most referenced websites for research on standards-based grading:

- <http://mctownsley.net/standards-based-grading/>
- <http://tguskey.com/> (*Go to the Resources tab*)

113

*Assistance as We Dive Deeper into these New Waters:*

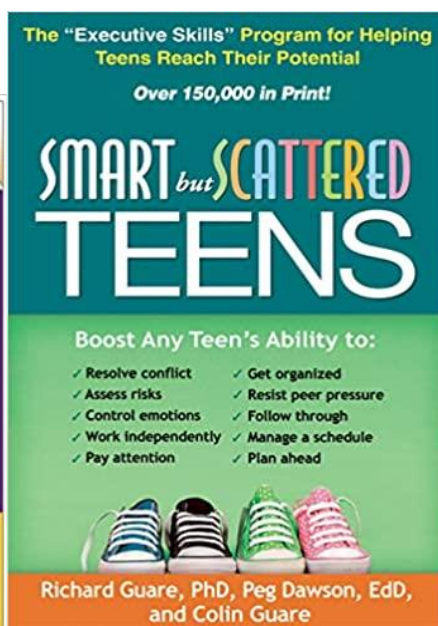
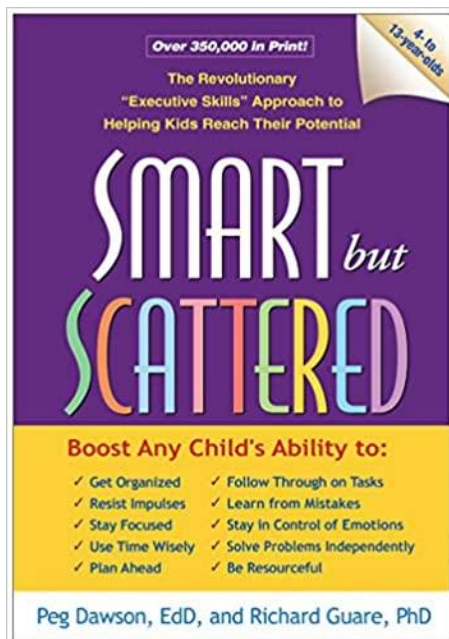
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Websites:

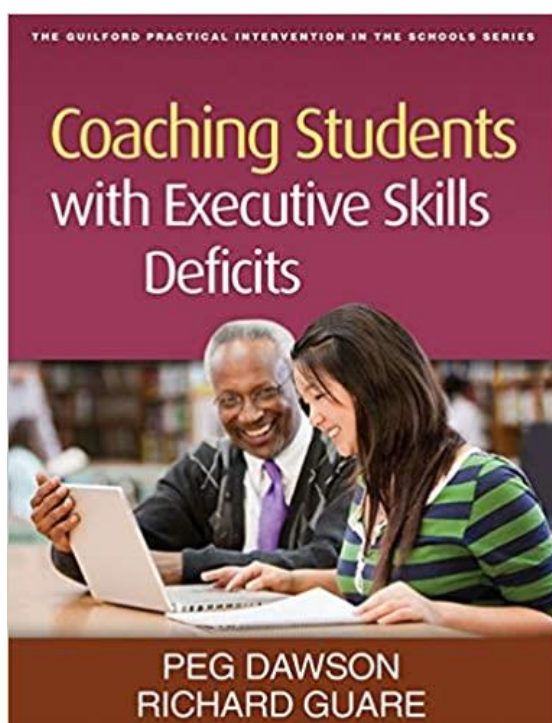
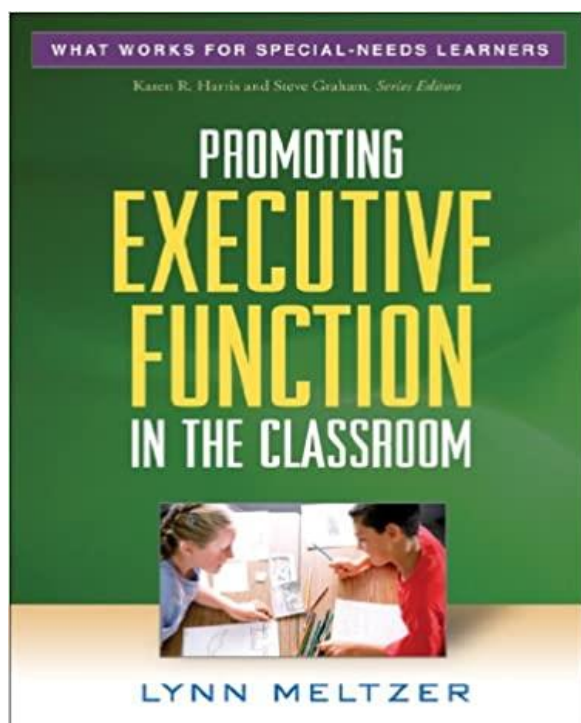
- [mctownsley.net/standards-based-grading/](http://mctownsley.net/standards-based-grading/)
- [tguskey.com](http://tguskey.com)
- [oconnorgrading.com](http://oconnorgrading.com)
- [cafln.ca/](http://cafln.ca/) (*Canadian Assessment Learning Network*)
- [pearsonassessments.com/ati/](http://pearsonassessments.com/ati/) (*This is the Assessment Training Institute*)
- [tomschimmer.com](http://tomschimmer.com)
- [rickwormeli.com](http://rickwormeli.com)
- [crescendoedgroup.org/community/resources/](http://crescendoedgroup.org/community/resources/)  
(*This is Joe Feldman's grading for equity organization*)
- [aac.ab.ca](http://aac.ab.ca) (*Alberta Assessment Consortium*)



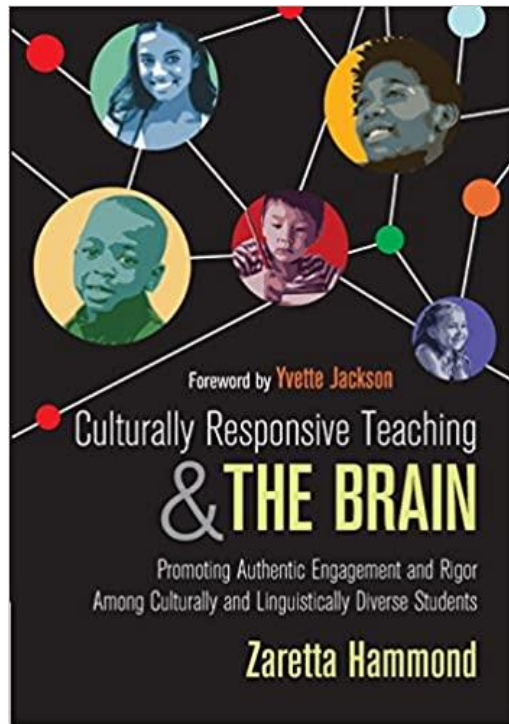
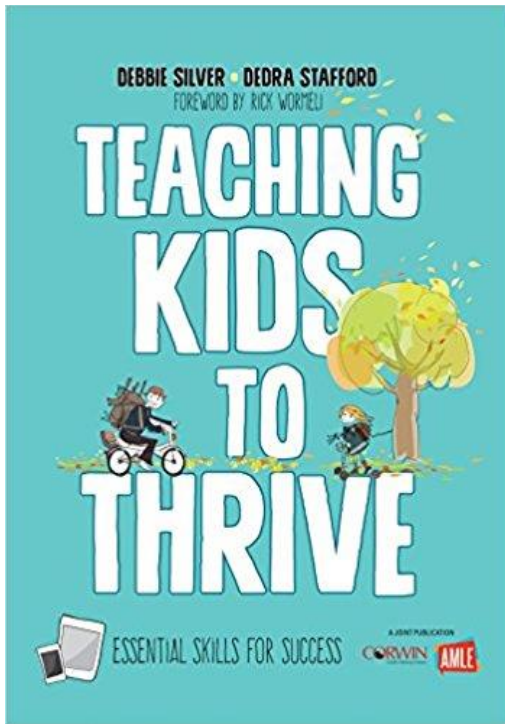
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"If you manage any people or if you are a parent (which is a form of managing people), drop everything and read *Mindset*."  
—GUY KAWASAKI, author of *The Art of the Start*

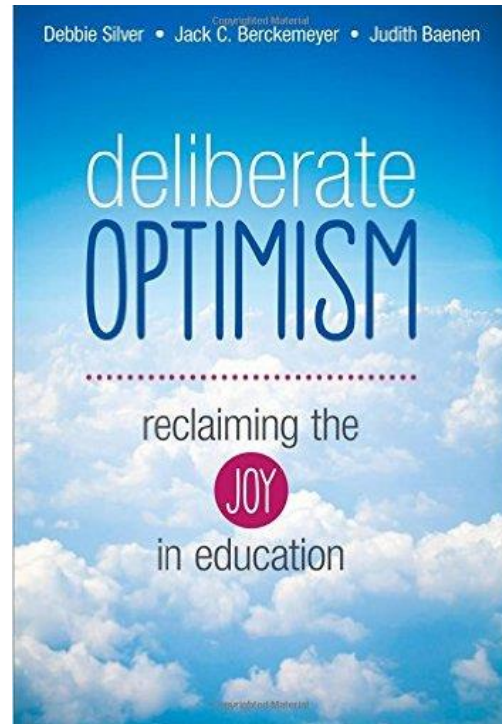
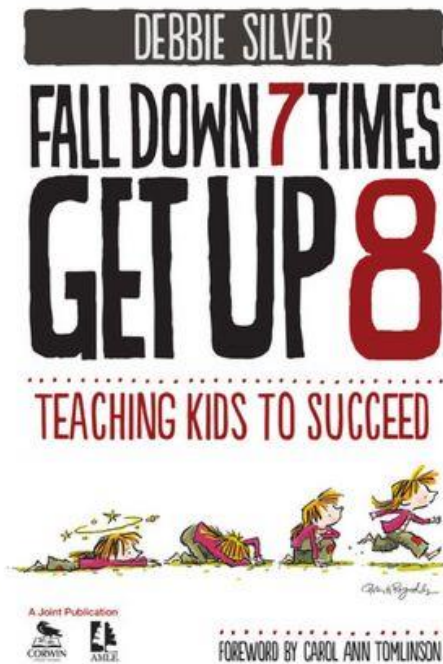
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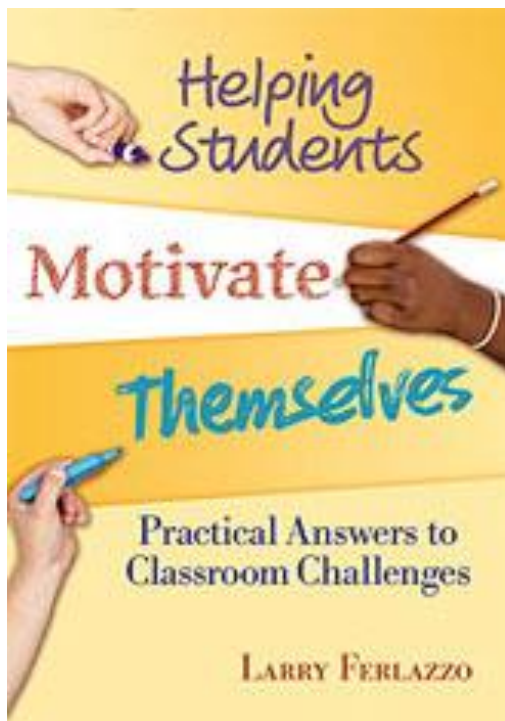
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- \*business
- \*school
- \*relationships

CAROL S. DWECK, Ph.D.

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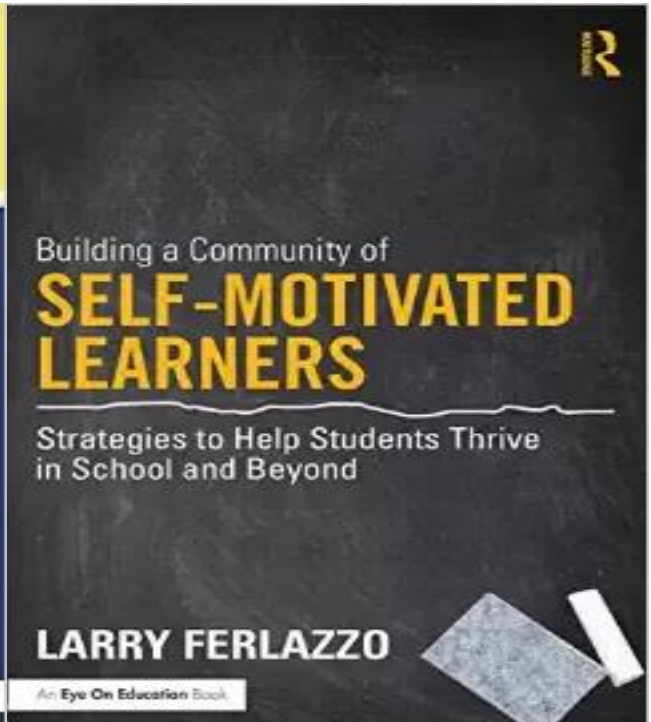
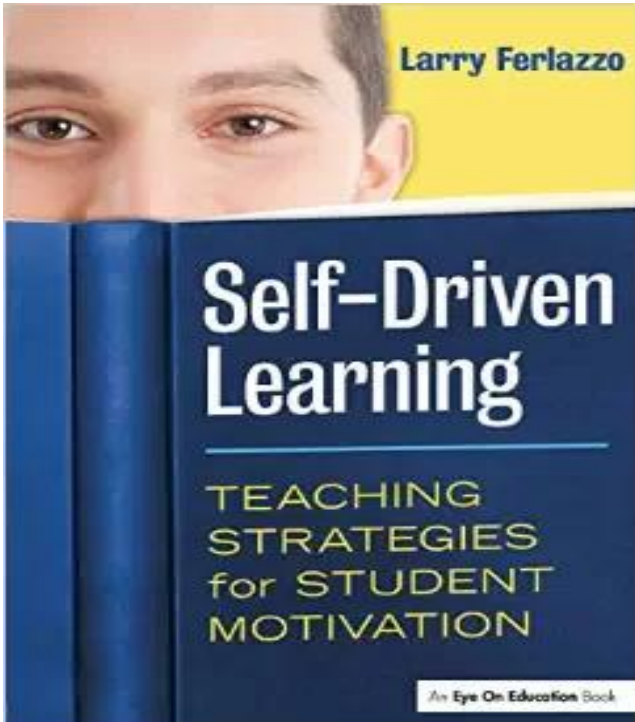


Larry Ferlazzo

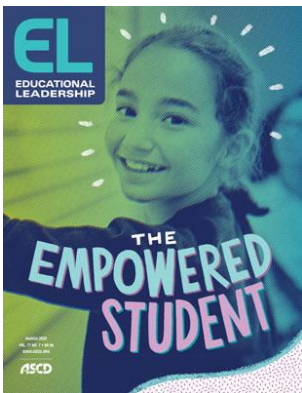
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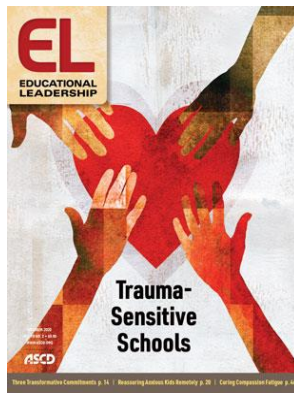
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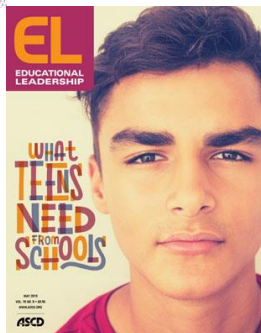
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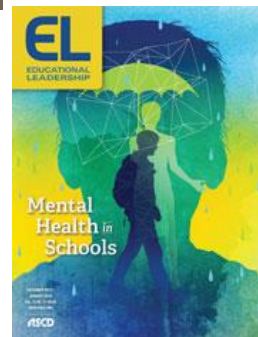
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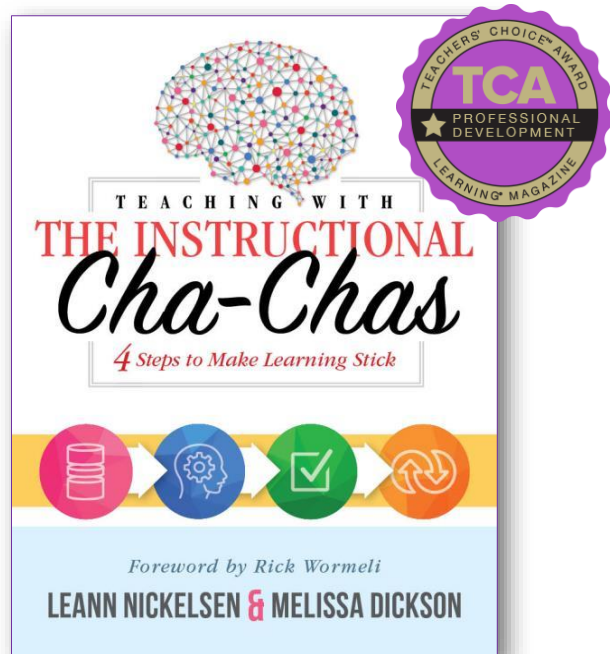
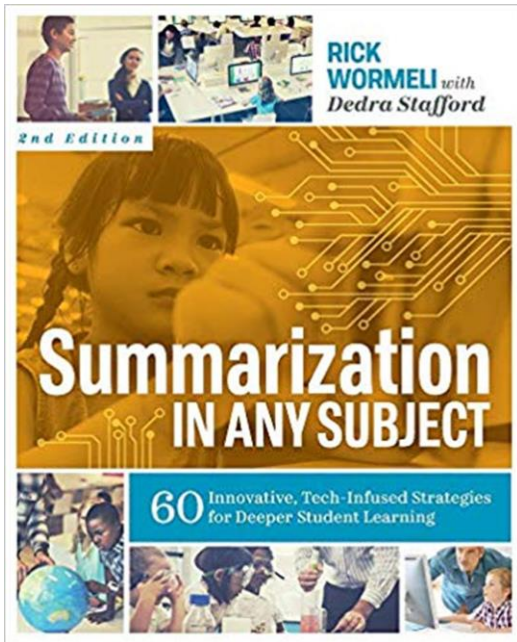


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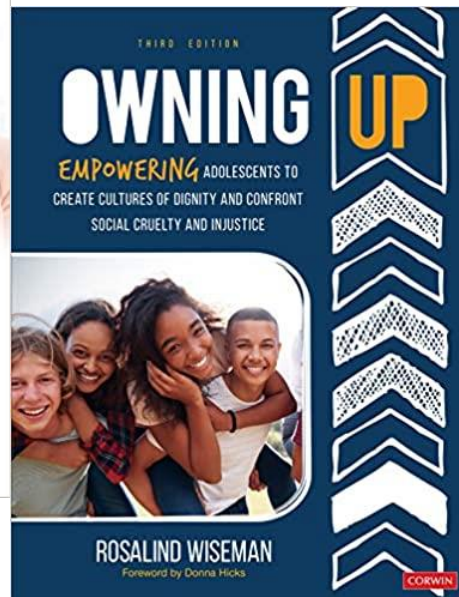
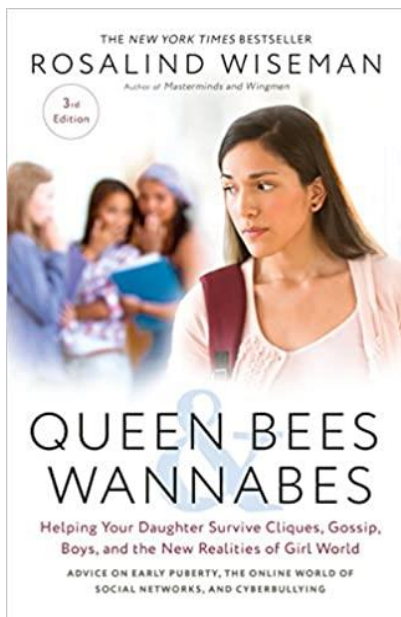


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**Back to the  
Learning!  
(and Leading!)**