



# MODEL OF FEEDBACK

Examples of Feedback in the Classrooms

2015

## Introduction

During the past two years, the five involved schools, worked a lot on implementation of feedback in our schools. I think that the biggest output of this project in all our schools is, that we have become more aware of the importance of giving the right feedback and that we are more precise in the use of feedback in our schools. We all want to implement feedback as part of our daily teaching routine and we believe that in the future feedback will also bring better learning outcomes for our pupils. Due to many classroom observations and visits of the schools, we saw different approaches in the use of feedback. We shared good examples of teaching practice and each time the participants of the mobilities were involved in different workshops with experts in different European countries and they used newly gained knowledge and brought it to their colleagues in their own schools. A lot of ideas were introduced afterward and some examples are now collected in this Model of Feedback.

It is all about making the best out of collaboration and learning at the European level. Learning always involves self-development, to act differently, think and feel differently. We learn all the time, it is part of adapting to changing circumstances. Learning is usually defined as acquiring knowledge, skills and abilities through study, experience or being taught. In our project The Power of Feedback we were taught by different experts, we studied and we tried new approaches when we returned back home.

Teachers and leaders in the schools are aware of the different levels of learning. From the **unconscious incompetence**, when you don't know and you don't know that you don't know at the beginning of our project or even before applying to become a partner in the project about feedback, we moved forward to the next level. **Conscious incompetence** is the level, when we practise a new skill, but you still aren't very good. We reached this level, when we explored and searched about feedback in different resources, shared new knowledge about feedback during and between the mobilities. We evaluated our daily practise in giving and receiving feedback in our own schools. We learned fast at this stage. **Conscious competence** is the next level, which happens when you have skill, but it is not yet consistent and habitual. You need to concentrate. In the schools there are so many different tasks and challenges to overcome and sometimes you stay longer on certain level in the learning process. This is the satisfying part of the learning process, because you are more competent in the use of feedback in your daily practise, but you are aware that improvement is more difficult. The better you are, the more effort is needed to make a noticeable gain. The last level in the learning process is **unconscious competence**. Now your skill (e.g. driving a car; use of feedback) is habitual and automatic. You do not have to think about it. This is the goal of learning, to put as much of that skill as possible into the realms of unconscious competence, so your conscious mind is free to do something else. For example, when you are at this level of learning, you can talk to the passengers and listen to music while driving a car. (J. O'Connor NLP workbook; P. 23-25)

Now, after the project is finished, we are convinced, that learning at any level takes time. We learn all the time. Even after the project is completed, I am sure, we will all continue to build up our knowledge, skills and abilities as teachers and leaders, to create a suitable learning environment for all our pupils.

At the end, I would like to say thank you, to all partners in the project, especially the coordinators, to whom I am thankful, that they created the learning environment in their schools and followed our plan and meet the deadlines, whenever needed and agreed upon. I know that we all struggled hard at different times, but we were dedicated to our project and to our project group.

Mag. Anastazija Avsec, coordinator and head teacher of Primary school Kapela

## Participating schools



BELGIUM

The Grasmus and The Klare Bron



DENMARK

Elverdamsskolen department Tølløse



PORTUGAL

Escola Basica do 1o ciclo Pre Escolar Visconde Cacongo



SLOVENIA

Primary school Kapela



SWEDEN

S:t Olofsskolan

*"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*

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## 1. What happens in the world?

**type of feedback:** teacher/pupil/teacher

**Feedback level:**

- X Task level
- X Process level
- X Self-regulation
- X Self level

### Introduction- content

course : What happens in the world? Make a short presentation about a newssubject and present it in the class.

Feedback :

1. preparation : how? Why this subject? Method of presentation? Use of ICT? Written and spoken level of language? Expressing your own opinion?...
2. presentation : ICT? Level of speaking ? Language ? Content? How do you felt when you presentated ? Defending your own opinion? Contact with class?
3. Feedback from class: How? Understood? Interaction?
4. Feedback Teacher : about presentation,... Next steps or ideas to improve next presentation .
5. Feedback on self level: give a star.

### Conclusion

- more motivation to do this kind of presentation because of direct feedback at the moment.
- direct feedback class and teacher.

## ACTUAKRING : .....

datum :

Je vertelde in de klas over de actualiteiten van de voorbije week. Jij mag je eigen werk nu beoordelen. Dat wil zeggen, dat je opschrijft wat jij van je voorbereiding en je spreekopdracht vond. Daarvoor antwoord je op de volgende vraagjes. De juf schrijft daarna ook nog iets op over je spreekopdracht.

Dit vond ik het allerbeste moment van mijn spreekopdracht.

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Hoe komt het dat je precies dat moment, het allerbeste moment vond?

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Geef de juf je eerlijke mening! Wat vind je ervan om je spreekbeurt voor te brengen? En waarom vind je dat zo?

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Welke gevoelens had je toen je vooraan in de klas stond? Vertel heel precies hoe het voelde en waar je dat voelde.

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Dit wil de juf nog vertellen :

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# Actuakring van +.....



Datum :

| SPREEKOPDRACHT :                                       |    |     |
|--|----|-----|
|  | ja | nee |
| Je spreekt met een duidelijke uitspraak en articulatie |    |     |
| Je spreekt luid en duidelijk                           |    |     |
| Je spreekt met een vlot en gevarieerd tempo            |    |     |
| Je vertelt in je eigen woorden                         |    |     |
| Je maakt oogcontact tijdens het vertellen              |    |     |
| Je staat zelfzeker voor de klas                        |    |     |
|  |    |     |
| VOORBEREIDING :  |    |     |
|  | ja | nee |
| Je was goed voorbereid.                                |    |     |
| Je maakte een powerpointvoorstelling / prezi.          |    |     |
| Je powerpoint / prezi was voorzien van foto's.         |    |     |
| Op je ppt / prezi stonden kernwoorden / kernzinnen.    |    |     |

Dit ging al supergoed :

.....

.....

.....

Hier moet ik nog in groeien :

.....

.....

.....

Reactie van de klasgroep :

EINDBEOORDELING :

0 zeer goed

0 goed

0 bijna goed

0 zwak

0 onvoldoende

## 2. Goal! What's this lesson about?

Type of feedback: teacher/pupil/teacher

### Feedback level:

- 0 Task level
- X Process level
- X Self-regulation
- 0 Self level

### Introduction- content:

- put the goals of your lesson (2 or 3) on the blackboard in the beginning of the lesson.
- how are we going to do this?
- step by step we do the process.
- did we reached the goals? short evaluation .

### Conclusion

It was really great to experience this process :

- the pupils knew what was going to happen
- thy worked even more focused on the subject
- they understood why some things went wrong or not.



## 3. Second language-French: I-movie, ICT

Type of feedback: pupil/pupil

### Feedback level:

- X Task level
- X Process level
- X Self-regulation
- X Self level



### Introduction- content

The pupil reads a dialogue in French and films it on an Ipad. The other pupil (on a higher level ) watches the movie and corrects if it is necessary .

### Conclusion

- direct one to one : task feedback.
- feedback on self level: I can improve

## 4. Self-correction with ICT

Type of feedback: pupil/pupil

| Feedback level: |                 |
|-----------------|-----------------|
| X               | Task level      |
| 0               | Process level   |
| 0               | Self-regulation |
| X               | Self level      |

### Introduction- content

We have a contract with exercises for all the subjects we give in maths class. When the pupils finished the exercises, they can correct the exercises with the I pads (Keys of maths ) . The feedback they get is about : "If I made the exercises correct, then I understand the lesson and I can move on to other exercises on another level."

Before they can do this way of working , we taught the pupils how to work like this:"You have to be honest, work for your own results, make that you understand it... It's not a game , it's not a race against time,.."

So we did give feedback on the proces in advance.

### Conclusion

If the students know how to work like this, you can give them time and freedom to work independant on this subjects. They get the feedback they need: I do understand it, or not.

## 6. Tutor reading

Type of feedback: pupil/pupil

| Feedback level: |                 |
|-----------------|-----------------|
| X               | Task level      |
| X               | Process level   |
| 0               | Self-regulation |
| X               | Self level      |

### Introduction- content

Pupils work in partnership. (different levels) one pupil reads a text , the other gives a sign when he/she reads a fault.

first level : the other pupil doesn't says which fault has been made.

second level: the pupil says which faults have been made and how to find a way to solve this reading problem.

### Conclusion

On the first level: quick feedback + direct task feedback, on the second level we have the process feedback.

## 6. Socio-emotional self-evaluation

**Type of feedback:** pupil about himself and teacher about the pupil

### Feedback level:

- 0 Task level
- 0 Process level
- x Self-regulation
- x Self level

### Introduction- content


















Form for the pupil : the pupil has to fill in the form about how he is behaving/ acting in the class, and in social relation with other pupils/ teachers. It is a personal inquiry form. We are not going to discuss this in class , it's just between pupil/teacher. It is interesting to see how we look to the pupil and how the pupil is looking at HIMSELF.

### Conclusion

When there are big differences between both the forms , we do have a personal conversation for feedback with the pupil.

Both of the forms are in the portfolio , so the parents can see this too.

## 1. Success criteria – Pupil – Peer to Peer - Teacher

|                                  |   |   |   |
|----------------------------------|---|---|---|
| Name:                            |   | Date:   |   |
| Lesson:                          |   |   |   |
| <b>Learning Goals:</b>           |   |   |   |
| <b>Criteria</b>                  |   |    |  |
| <b>Criteria</b>                  | <b>Self - Assessment</b>  | <b>Peer to Peer Assessment</b>  | <b>Teacher`s Assessment</b>   |
| 1                                |    |    |   |
| 2                                |   |    |   |
| 3                                |   |   |   |
| 4                                |  |  |   |
| 5                                |  |  |   |
| 6                                |  |  |   |
| 7                                |  |  |   |
| <b>I want to be good at...</b>   |   |   |   |
| <b>I have to work more on...</b> |   |   |   |

This scheme for assessment can be used both for social and learning goals. It can be used in most levels, and the teacher can note the different, goals, signs and criterias. Criterias which must be assessed in the first column. Then the pupil must assess her or himself, the peer assess the pupil and finally the teacher assesses. After that the teacher and pupil can then jointly identify what the next learning goals is for each student.

## 2. The good learning

Name: \_\_\_\_\_ Class: \_\_\_\_\_

For me learning is good, when

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For me learning is not good, when

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A good teacher is one, who...

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A good pupil is one, who...

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Other comments or thoughts...

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### 3. Feedback 3-2-1

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

To achieve optimal learning in the class dialogue and interaction between teacher and student must take place. In addition to train students to evaluate themselves, it is also important that the teacher constantly examines where students are in their learning, and what they think is difficult. The method 3-2-1 can be used to promote this dialogue at the end of the lesson. The exercise can be used orally and/ or in writing. It can be used in different disciplines and almost all grade levels.

**3** things which I have learned in this lesson

1

2

3

**2** things which I found difficult

1

2

**1** thing which I would like to learn more

1

2

3

#### 4. Characteristics for a good lesson

- ☑ The lesson starts on time
- ☑ Everyone is prepared
- ☑ There is a clear plan on the board
- ☑ The messages are clear
- ☑ We work together
- ☑ The teacher teaches at the board
- ☑ Everybody participate
- ☑ We can ask questions
- ☑ We work alone
- ☑ We keep order
- ☑ There is a good spirit
- ☑ There is peace to work
- ☑ We work in different ways
- ☑ We see a positive language
- ☑ We end the lesson, by discussing what we have learned

## 5. Characteristics for a good lesson

### Characteristics for a good lesson

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## 6. Co-operation skills

### I can...

1. Take a responsibility
2. Ask for help
3. Say no
4. Let others be heard
5. Share things with others
6. Choose the best idea. even if it is not mv own idea

## 7. All students must co-operate

### All students must co-operate

I can...

1.

2.

3.

4.

5.



## Portugal

English teacher: Sonia Rodrigues

### 1. Key-rings

Type: Self-assessment

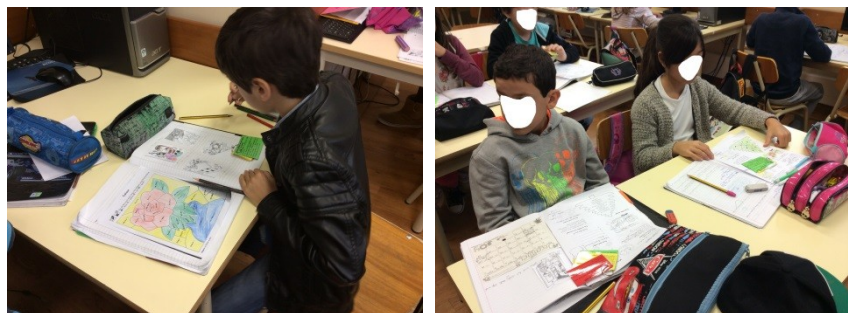
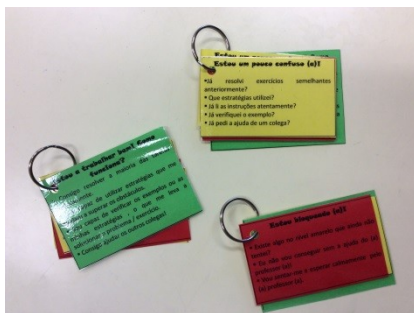
Sharing good practices among the involved teachers lead us to implement a model of self-assessment. The main goal is to develop students' autonomy through self-assessment.

Each time an activity is taking place, students have the key-rings next to them. This way, the teacher can be aware of which level the student is when performing the task. They work at three different levels:

**Red:** the student has already used the strategies described in the yellow card, but still struggles to solve the problem/exercise. S/He needs teacher's help.

**Yellow:** the student has a variety of clues which can help him/her to solve the problem/exercise, without calling the teacher.

**Green:** the student can solve the majority of the tasks, checking for examples or strategies and can also help others.



### 2. Peer-feedback

Type: Self-assessment/self-awareness

Taking an example of a video shared on youtube about giving feedback to peers, we did similar exercises in order to enable students to develop competences of self-awareness as well as start building tools to give and receive constructive feedback.

This way, we decided to give collective feedback about the drawings of a story called “Monkey Puzzle”, by Julia Donaldson, when we were learning wild animals at English classes. The teacher registered all the feedback given to each drawing at the back of it, so that students can also recall in the future what was said about their work.

This is an activity which needs dollops of practice, but at the end, we realized that students appreciate the given feedback, when it was constructive and helpful to develop their work. They are aware and reject praise or criticism.

### 3. Language Passport

Type: Self-assessment

According to the guidelines from the European Commission for the languages' learning, all students have a sheet in their portfolio – "Language Passport".

At the end of each unit, students must self-assess their learning in 5 different skills: Listening, Speaking, Reading, Writing (these 2 only for 3<sup>rd</sup> and 4<sup>th</sup> graders) and Oral Interaction. Students make faces according to what they think they have learned, using the traffic light's colours. At the end of each school year, is very clear for students which skill and area they master and which one(s) they struggle with and need to dedicate more time to study.

HOW AM I DOING? - 3<sup>rd</sup> GRADE

| CONTENTS           | Listening | Speaking | Writing | Reading | Oral interaction |
|--------------------|-----------|----------|---------|---------|------------------|
| Life Skills        |           |          |         |         |                  |
| Animals & Habitats |           |          |         |         |                  |
| Weather            |           |          |         |         |                  |
| Climate            |           |          |         |         |                  |
| Life               |           |          |         |         |                  |
| External Organs    |           |          |         |         |                  |

Prepositions of place

| Prepositions of place | Listening | Speaking | Writing | Reading | Oral interaction |
|-----------------------|-----------|----------|---------|---------|------------------|
| Halloween             |           |          |         |         |                  |
| Thanksgiving          |           |          |         |         |                  |
| Happy Thanksgiving    |           |          |         |         |                  |
| Christmas             |           |          |         |         |                  |
| Easter                |           |          |         |         |                  |

FESTIVITIES

gost  
nao trabalhado  
gost  
nao trabalhado  
gost  
nao trabalhado  
gost  
nao trabalhado

HOW AM I DOING? - 1<sup>st</sup> GRADE

| CONTENTS          | Listening | Speaking | Oral interaction |
|-------------------|-----------|----------|------------------|
| Greetings         |           |          |                  |
| Numbers           |           |          |                  |
| Age               |           |          |                  |
| Colors            |           |          |                  |
| Classroom objects |           |          |                  |
| Form Animals      |           |          |                  |

Prepositions of place

| Prepositions of place | Listening | Speaking | Oral interaction |
|-----------------------|-----------|----------|------------------|
| Halloween             |           |          |                  |
| Thanksgiving          |           |          |                  |
| Happy Thanksgiving    |           |          |                  |
| Christmas             |           |          |                  |
| Easter                |           |          |                  |

FESTIVITIES

gost  
nao trabalhado  
gost  
nao trabalhado  
gost  
nao trabalhado  
gost  
nao trabalhado

## 1. Self-checking in Maths

**Teacher's name and surname:** Tatjana Perša

**Subject:** Maths in 2<sup>nd</sup> grade

**Key words:** differentiation, self-checking, feedback, self-evaluation

**Type of feedback:** self-regulation: pupils check their work by using descriptors

### Introduction

I use the method of self-checking in Maths when pupils consolidate and revise goals in calculating the various numerical scales. I use it with pupils from 1<sup>st</sup> to 3<sup>rd</sup> grade. Pupils choose from exercises of different difficulty levels. Then they check the accuracy of solutions and, according to the number of correctly solved examples, get a feedback descriptor. They use faces to evaluate own work and are, this way, getting used to self-criticism.

### Content and course of the lesson

After the introductory motivation I explain the process of this kind of work to the pupils (who are, except the first graders, familiar with it). I place small worksheets with exercises on the table. Pupils decide on their own, with which difficulty level they are going to start. They choose a worksheet with exercises, do the sums (directly on the worksheet or rewrite the sums in their notebooks) and find the answer key worksheet in the same colour. After doing the exercises and self-checking, they draw faces to mark how satisfied they are with their own work. They stick the feedback information with a picture and a descriptor in their notebooks.

### Conclusion

The method is well accepted with pupils and serves as a great motivation for work. Pupils like to choose and check exercises on their own, and they are also very honest and self-critical in self-evaluation. Differentiation of exercises enables active involvement of all pupils. Preparation of exercises and answer keys takes quite a long time, but you can laminate them and use them again and again.

### Annexes

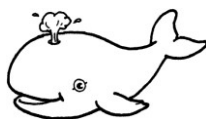
#### Annex 1: Self-evaluation worksheet

#### Annex 2: Feedback information with descriptors

## Annex 1: Self-evaluation worksheet

Pa poglejva tvoje rezultate:

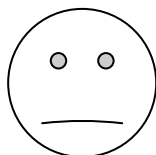
Število rešenih računov: \_\_\_\_



Pravilno rešeni računi: \_\_\_\_

Napake: \_\_\_\_

Kako si zadovoljen/ zadovoljna s svojim reševanjem (pobarvaj obrazek):



Napiši, zakaj: \_\_\_\_\_

## Annex 2: Feedback information with descriptors

| Število pravilno rešenih računov: |   |   |
|-----------------------------------|---|---|
| 0 – 6                             |  | Tokrat ne moreva biti zadovoljna. Računanje bo treba še vaditi. |
| 7 – 12                            |  | Saj je kar šlo. Malo še vadi, pa bo naslednjič še boljše.       |
| 13 - 18                           |  | Dobro si reševal-a. Kar tako naprej!                            |
| 19 in več                         |  | V računanju si pravi mojster! Čestitam!                         |

Photograph 1: Pupils choosing exercise

Photograph 2: Self-checking



Photograph 1: Pupils choosing exercise



Photograph 2: Self-checking



## 2. Evaluating children's art creations

**Name of the teacher:** Tina Klemenčič

**Subject:** Art

**Key words:** feedback on the effectively carried out art task

**Type of feedback:**

- Teacher-pupil: aural feedback
- Pupil-pupil feedback: aural feedback

### Introduction

I used the method to evaluate pupils' art creations. My intention was to avoid subjective evaluation (my friend's drawing is better because it's my friend's) and to teach pupils evaluate different creations due to pre-set criteria.

### Content and lesson's procedure:

The described method is useful in the subject of Art in all years of primary school. Before pupils start working on their drawings and creations, the teacher projects the assessment criteria. When pupils finish their art creations, the teacher photographs the drawings (etc) and saves them on the computer. It is good to wait at least 10 days before the assessment begins, because this is the amount of time needed for pupils not to remember their classmates' creations so much. We decrease the possibility of subjective opinions by doing so.

On the day of assessment the teacher projects criteria again and also the photographs of all pupils' creations. Pupils assess each individual item according to criteria set in advance. Pupils' creations are all assessed by summoning individual points and transforming them into final grades.

ORIGINAL





A FEW OF PUPILS' DRAWINGS

## Conclusion

The presented method is easy to use and it only takes a little patience when it is first introduced to pupils. When I used the method for the second time, it took much less time to carry out the assessment, and pupils became critical evaluators of classmates' and own art creations. The teacher is the catalyst of the evaluation and assessment, and he gradually leads pupils through different lines in the assessment criteria chart - explains individual lines (criteria); everything else is done by pupils.

The advantage of this method is to teach pupils evaluate objectively, according to pre-set criteria. It takes a little more of teacher's effort to prepare the assessment form (and take into account the goals and standards of knowledge). He must also carefully distribute individual points in the success criteria chart.



### 3. Using shared documents google docs to make feedback better

**Teacher's name and surname:** Vesna Ketiš

**Key words:** shared documents, google drive, feedback, pupils' aural presentations

**Type of feedback:**

- self-regulation: pupils check their work by using success criteria
- teacher-pupil: written feedback
- pupil-teacher: written feedback

#### **Introduction**

Pupils need to prepare well for aural presentations: they need to include all required cues and consider the acquired knowledge (vocabulary and grammar). Pupils like this kind of work because they can talk about themselves, their interests, they can include their own thinking and they have some freedom with the outlook of presentation. Despite this, a lot of pupils have difficulties in making sentences in a foreign language, so they need the teacher to give them precise instructions and a lot of support during the process of creation.

I decided to use shared documents to lift the quality of pupils' aural presentations. I wanted to give pupils good feedback and to give them the chance to make improvements on their presentations before evaluation. This also became the way to save the time and energy which the pupils used to take from me during the breaks or lessons when they wanted to discuss their presentations with me.

#### **Content and course of the lesson**

The method of giving feedback by using shared documents is universally useful, ever since we manage to teach pupils how to use email (3<sup>rd</sup> or 4<sup>th</sup> grade on).

To use Google Drive shared documents pupils first need to have a Gmail account. In class pupils get written instructions about the content of the presentation. At home they prepare a presentation and send it via email to the teacher. If the pupil doesn't, the teacher later makes the pupil's document into a shared document and writes comments in the margins. To help pupils even more, I ask them to send me their PowerPoint presentation and also the text they are planning to speak, so that we can improve both. When the pupil makes improvements on his work, the teacher looks at the pupil's work again and suggests further improvements, if necessary. When there is enough time, pupils can make several attempts to improve their work. When it comes to evaluation, the number of attempts and the previous cooperation with the teacher don't affect the grade.

The process of giving feedback with the use of google docs:

- first individual attempt (pupil follows teacher's instructions about the content)
- teacher checks pupil's work (presentation, text ...) and gives feedback (suggests improvements)
- pupil improves the presentation/task and submits it again
- teacher checks the task again and, if necessary, suggests further improvements
- pupil corrects, improves and submits his final creation
- if necessary and if time allows, teacher suggests further changes until the work is done according to instructions



NOVO

Moj disk

V skupni rabi z mano

Google Foto

Nedavni

Z zvezdico

Smetnjak

živimo skupaj

6. razred

9. razred

#### Drugi avtor:

Vsega, kar lahko naredimo s tem, je, da ga uporabimo kot model za izdelavo lastnega. Če ga uporabimo kot model, lahko naredimo lastno, ki bo drugačna od tega, ki ga vidimo na sliki.

Kot pri vseh predmetih, ki jih izdelujemo, moramo biti previdni pri uporabi. Če ga uporabimo kot model, moramo biti previdni pri uporabi. Če ga uporabimo kot model, moramo biti previdni pri uporabi.

Drugi avtor: **Drugi avtor: Drugi av**

The sources used: own documents

#### 4. Pupil as a co-worker

Teacher's name and surname: Alenka Kozar

Key words: cooperation, criteria, aural presentation, feedback

Type of feedback:

- pupil-pupil
- teacher-pupil: written feedback

In this school year I have been gaining experiences with formative assessment. I acquired the bases of formative assessment at a seminar where I could also see some teaching examples. In the method which I used the pupil is involved as a co-worker.

In mother tongue subject we learn about different text types. Pupils form aural and written text types. They also make aural presentations of text types. Pupils of 8<sup>th</sup> grade learnt about what a natural phenomenon is. They watched a video and then we read some examples of texts. Then we agreed on the aural presentation and the success criteria. Pupils first suggested the ways to prepare the presentation, for example, to make a mind map, a PowerPoint presentation, a practical presentation ... Then we formed the success criteria. Pupils gave suggestions on the content and other important elements like clarity and outlook. We put down all the conclusions and set the time and other particularities.

I create a form with success criteria for pupils to see what we agreed on in the previous lesson. On the form there is also space for the teacher to write feedback on the presentation (what was good about it, what could be improved and a general opinion on the presentation).

The method is successful with pupils that have experiences with aural presentations on a chosen topic, because they need to be able to decide on the key words that are crucial for the topic. The preparation and assessment also take more time. During the presentations, pupils assess one another, using the success criteria agreed on.

Annexes: Photographs of two completed forms

Razred: ...

| GOVORNI NASTOP – RAZLAGA NASTANKA NARAVNEGA POJAVA                                       |     |     |   |     |     |                          |
|--|-----|-----|---|-----|-----|--------------------------|
| Vsebinska (vrsta pojava, vzroki, značilnosti, posledice, posebnosti)                     |     |     |   |     |     |                          |
| Primerna, razumljiva   | 2   | 1,5 | 1 | 0,5 | 0   | Neustrezna, nerazumljiva |
| Ustrezno dolga   | 2   | 1,5 | 1 | 0,5 | 0   | Prekratka                |
| Vsebinsko bogata   | 2   | 1,5 | 1 | 0,5 | 0   | Vsebinsko preskromna     |
| Govor  |     |     |   |     |     |                          |
| Tekoč, prosto govorjenje   | 2   | 1,5 | 1 | 0,5 | 0   | Z mašili, zatikanje,     |
| Knjižni jezik  | 2   | 1,5 | 1 | 0,5 | 0   | Pogovorni jezik          |
| Glazen   | 2   | 1,5 | 1 | 0,5 | 0   | Tih                      |
| Jasen, nazoren   | 2   | 1,5 | 1 | 0,5 | 0   | Nejasen, nerazločen      |
| Zelo hiter   | 0,5 | 1   | 2 | 1   | 0,5 | Zelo počasen             |
| Nastop   |     |     |   |     |     |                          |
| Sproščen   | 2   | 1,5 | 1 | 0,5 | 0   | Nesproščen, boječ        |
| Pritegne poslušalca  | 2   | 1,5 | 1 | 0,5 | 0   | Ne pritegne poslušalca   |
| Ocena/točke: odl (20 – 17,5), pdb (17 – 13,5), db (13 – 10), zd (9,5 – 6), nzd (5,5 – 0) |     |     |   |     |     |                          |

|                     |   |     |   |     |   |                        |
|---------------------|---|-----|---|-----|---|------------------------|
| Nastop              | 2 | 1,5 | 1 | 0,5 | 0 | Nesproščen, boječ      |
| Sproščen            | 2 | 1,5 | 1 | 0,5 | 0 | Ne pritegne poslušalca |
| Pritegne poslušalca | 2 | 1,5 | 1 | 0,5 | 0 |                        |

Ocena/točke: odl (20 – 17,5), pdb (17 – 13,5), db (13 – 10), zd (9,5 – 6), nzd (5,5 – 0)

Mnenje o govornem nastopu, predlog za naslednji govorni nastop

Nastop je bil razumljiv, vendar je bil prekratka. Vsebinsko je bil preskromen, dodal bi lahko še kakšno značilnost in posebnost. Paziti na hitrost govora.

Število točk: 13,5 ..... Ocena: .....

## Annex: Aural presentation assessment form

Ime in priimek: .....

Razred: .....

| GOVORNI NASTOP – RAZLAGA NASTANKA NARAVNEGA POJAVA                                       |     |     |   |     |     |                          |
|--|-----|-----|---|-----|-----|--------------------------|
| Vsebina (vrsta pojava, vzroki, značilnosti, posledice, posebnosti)                       |     |     |   |     |     |                          |
| Primerna, razumljiva   | 2   | 1,5 | 1 | 0,5 | 0   | Neustrezna, nerazumljiva |
| Ustrezno dolga   | 2   | 1,5 | 1 | 0,5 | 0   | Prekratka                |
| Vsebinsko bogata   | 2   | 1,5 | 1 | 0,5 | 0   | Vsebinsko preskromna     |
| Govor  |     |     |   |     |     |                          |
| Tekoč, prosto govorjenje   | 2   | 1,5 | 1 | 0,5 | 0   | Z mašili, zatikanje,     |
| Knjižni jezik  | 2   | 1,5 | 1 | 0,5 | 0   | Pogovorni jezik          |
| Glasen   | 2   | 1,5 | 1 | 0,5 | 0   | Tih                      |
| Jasen, nazoren   | 2   | 1,5 | 1 | 0,5 | 0   | Nejasen, nerazločen      |
| Zelo hiter   | 0,5 | 1   | 2 | 1   | 0,5 | Zelo počasen             |
| Nastop   |     |     |   |     |     |                          |
| Sproščen   | 2   | 1,5 | 1 | 0,5 | 0   | Nesproščen, boječ        |
| Pritegne poslušalca  | 2   | 1,5 | 1 | 0,5 | 0   | Ne pritegne poslušalca   |
| Ocena/točke: odl (20 – 17,5), pdb (17 – 13,5), db (13 – 10), zd (9,5 – 6), nzd (5,5 – 0) |     |     |   |     |     |                          |

| Mnenje o govornem nastopu, predlog za naslednji govorni nastop |
|--|
|  |

Število točk: .....

Ocena: .....

## **5. Feedback in History class**

**Teacher's name and surname:** mag. Bernarda Roudi

**Subject:** History (8<sup>th</sup> grade)

**Key words:**

### **Type of feedback:**

teacher-pupil: aural feedback

pupil-pupil: aural feedback

### **Introduction**

I decided to use this method because I think that it is important for pupils to get feedback on their work. My goal was to make pupils get familiar with success criteria and to realize what was done well and what needs to be improved.

### **Content and course of the lesson**

In the motivating part of the lesson a pupil presents a topic. After the presentation, other pupils ask questions, related to the topic. Together with the pupils we discuss how well the criteria were met and grade the pupil. Pupils are familiar with success criteria.

### **Conclusion**

The advantage of the used method is that pupils are involved in grading. Of course, pupils must be familiar with success criteria and also this kind of feedback. The pupil presenting also gets feedback from the teacher and the pupils, which is possible with this age group.

### **Annexes:**

**Annex 1: Success criteria for assessing different presentations in History, Geography and Citizenship subjects**

**Priloga: Kriteriji za ocenjevanje plakata, zgodovinske naloge, referata in predstavitve osebnosti pri predmetih zgodovina, geografija ter domovinska in državljanska kultura in etika**

| merila in opisi/<br>področje spremljanja                  | ZADOSTNO  | DOBRO  | PRAV DOBRO   | ODLIČNO   |
|---|---|--|--|---|
| <b>ZBIRANJE INFORMACIJ IN UREJANJE PODATKOV</b>           | Pri delu najpogosteje uporablja le učbenik. Slikovni material je slabo izbran in ni primerne velikosti. Zelo težko obnovi snov in jo z izredno težavo poda sošolcem. Večina vsebin med ni smiselno povezanih. Izdelek ni dodelan, sošolci iz njega ne razberejo bistva. | Pri zbiranju podatkov uporablja pisane vire in redkeje vire v elektronski obliki. Slikovnega materiala je dovolj vendar se v celoti ne navezuje na izbrano temo. Pri izboru pojmov ima včasih težave. Ima težave pri poročanju sošolcem. Najpogosteje prebere zapisan tekst. Izdelek je estetski vendar nedodelan. | Pri zbiranju podatkov uporablja pisane vire in vire v elektronski obliki. Slikovnega materiala je dovolj, vendar ni izviren. Zbere ustrezne podatke vendar ima majhne težave pri izboru bistvenih pojmov. Sošolcem podaja snov s pomočjo zapisanega teksta. Samostojno oblikuje razumljive zaključke, vendar pa je opaziti nekaj težav pri vključevanju lastnih idej. Izdelek je estetski. Pripravljeni rezultati so zanimivi. | Natančno zbere informacije in pri tem uporablja pisane vire in vire v elektronski obliki. Slikovnega materiala je dovolj; je izviren in ustrezne velikosti. Zna izbrati bistvene podatke in jih oblikovati v celoto. Pozna in razume vse pojme, ki jih zna jasno podati sošolcem in jih povezovati v celoto. Poroča prosto, torej ne uporablja zapiskov. Samostojno oblikuje razumljive zaključke. Pri tem prevladujejo lastne ideje. Zaključki so zelo zanimivi. Zna jasno in zanimivo razumljivo predstaviti rezultate opravljenega dela. |
| <b>POZNAVANJE IN RAZUMEVANJE POJMOV</b>                   | Predstavitev je zelo nerazumljiva in premalo zanimiva. Opazi se slabo poznavanje pojmov.  | Pri predstavitvi so opazne napake. Premalo natančno pozna pojme, kar je odraz nenatančno opravljenega dela.  | Izdelek je estetski. Predstavitev je jasna, vendar premalo zanimiva in ne pritegne sošolcev.   |   |
| <b>IZDELAVA ZAKLJUČNEGA DELA (plakat, predstavitev..)</b> |   |  |  |   |
| <b>PREDSTAVITEV DOBLJENIH REZULTATOV</b>                  |   |  |  |   |
|   | <i>Minimalni standardi znanja</i>   | <i>Temeljni standardi znanja</i>   |  |   |

**Teacher's name and surname: Urška Legen**

**Key words:** self-regulation

**Type of feedback:** self-regulation: pupil alone checks his/her progress in developing listening skills (memorization) and concentration

## Introduction

With this method I wanted to develop pupils' listening skills and concentration.

## Goals:

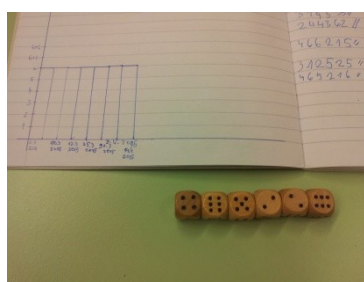
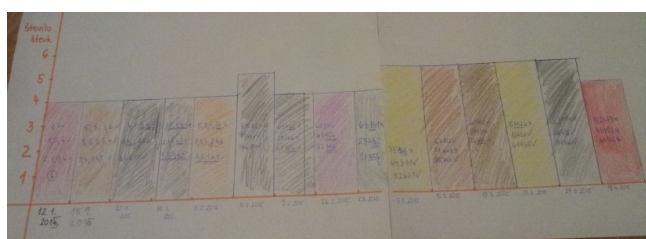
- pupil develops concentration
- pupil develops listening skills (memorization)
- pupil remember more and more sequential units

## Content and course of the lesson

I do this exercise in additional professional lessons with pupils with special needs. I always do it at the beginning of the lesson. The exercise is suitable for all pupils, of all ages.

The procedure: For this exercise, you need playing dice, a piece of paper and a pen. First you dictate the pupil a series of numbers and then repeat it, in the same order. I choose from numbers 1-6 (the numbers on a dice). The pupil sets the numbers on the playing dice and then writes the sequence in notebook. I repeat the exercise three times, choosing a different sequence each time. Pupil marks his progress in a bar graph, which he draws himself. At the beginning I start with a smaller sequence of numbers, which is later increased.

Varieties of the exercise: pictures or words may be used instead of numbers.



## Conclusion

The exercise proved very motivational. Pupil puts down his/her own progress and takes the exercise as a game.

When the pupil doesn't progress for some time, it makes sense to stop doing the exercise for some time as the pupil is no longer motivated for it (which is the reason why he doesn't get better).



## 7. Teacher-pupil and pupil-teacher feedback in individual form of additional professional help

**Teacher's name and surname:** Andreja STRMŠEK

**Ključne besede:** concentric circles, feedback, individual form of work

**Type of feedback:**

- teacher-pupil: aural-written feedback
- pupil-teacher: aural-written feedback

### Introduction

Individual type of work allows the teacher to precisely observe the pupils' work, thinking, progress, and at the same it allows for a quality feedback. Through reflexion of my own work I realized that I was not giving enough attention to systematic feedback. After attending Jani Prgić's training on the eight circles of excellence I decided to form similar concentric circles for teacher-pupil and pupil-teacher feedback.

My idea was to use concentric circles to give pupils feedback after individual lessons. And pupils would use the same criteria to give feedback to me too. Using this kind of feedback I wanted to deal with feedback systematically. I also wanted pupils' feedback which could help my further professional work and development.

### Content and course of the lesson

I give pupils feedback at the end of the lesson. I will present the tool which I created myself, and the idea arose after the seminar on eight circles of excellence.

I split concentric circles into four parts. Each part represents the area of feedback.

I decided to pay attention to

- the extent of goals that pupils achieved;
- how much they were motivated for work and studying;
- how consistently they were bringing materials and
- how well they were doing agreed upon commitments and communicated about the areas (subjects) where help was most needed

I evaluate the pupils on three levels (unsatisfactory, satisfactory, and very satisfactory). Pupils give me feedback on my punctuality, my holding onto agreements, preparing worksheets and accessories and my suitability of explanation. They can also evaluate each segment with unsatisfactory, satisfactory, or very satisfactory.



Before I use concentric circles with pupils, I first introduce the method, the criteria, and what is it all meant for. In the last five minutes the pupil and the teacher at the same time evaluate the lesson by using concentric circles and colouring the level of each criterion. They also put down the date above the concentric circles. We later use the coloured circles for giving aural feedback. First teacher gives feedback, by describing, explaining, using arguments. Then pupil does the same.

There are eight concentric circles for eight lessons on one worksheet, so that we can compare the achievement of objectives through two months and also daily.



Concentric circles, coloured by the teacher.



Concentric circles, coloured by a pupil.

## Conclusion

Using this tool/method I achieved giving continual and systematic feedback. Most of the pupils accepted this tool. I notice that some pupils made a nice progress in giving feedback. Some had big reservations when giving descriptive, aural feedback, so I stopped using it with those. Despite encouraging I can tell that all pupils have reservations when giving feedback themselves.

The method is simple for use in individual lessons, all you need is make a rational decision and devote one part of a lesson to feedback. I often ran out of time to give this rounded feedback.

The tool is also suitable for group work, but we would have to make the written part more concrete and leave out the aural interpretation. It is also possible to define different areas of observation/feedback.

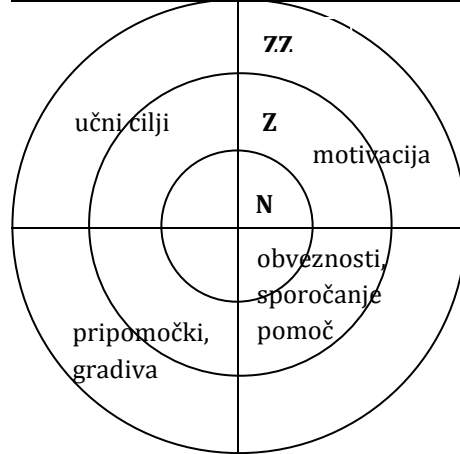
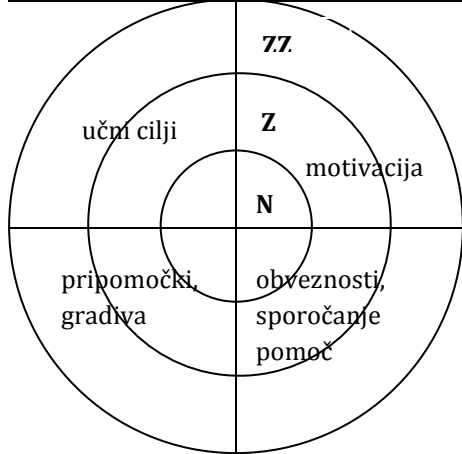
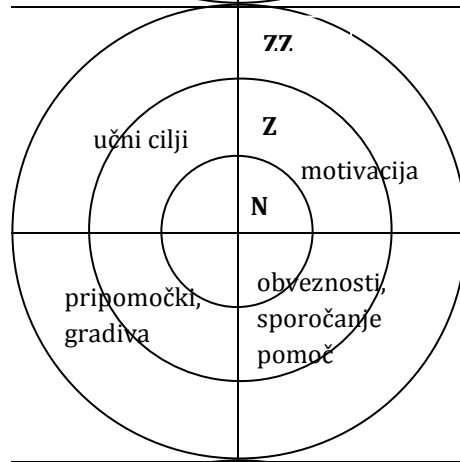
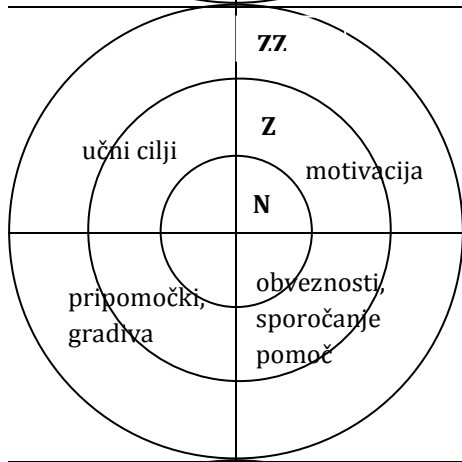
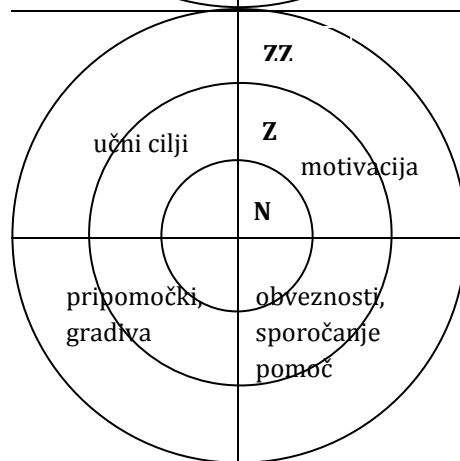
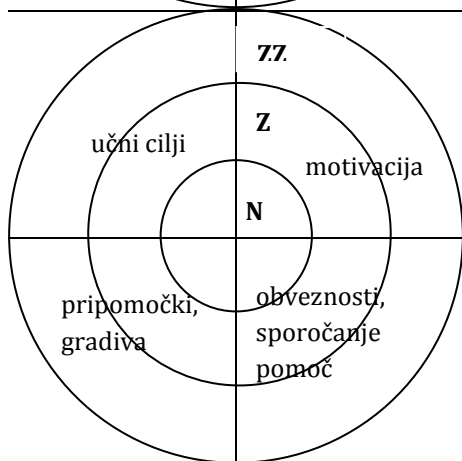
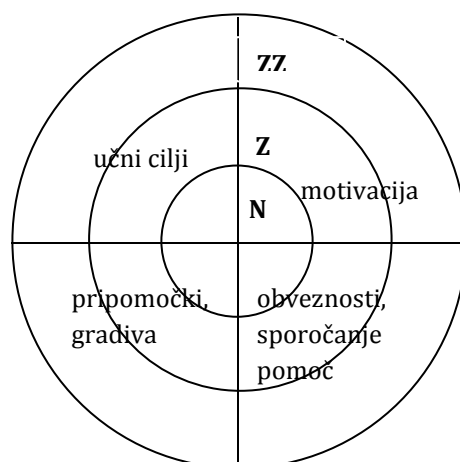
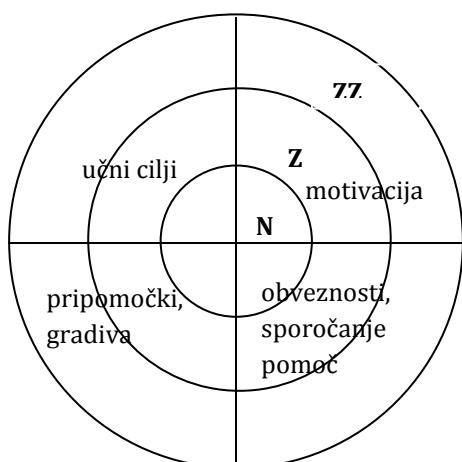
I conclude by saying that giving feedback by using concentric circles contributes and encourages pupil's and teacher's development and progress.

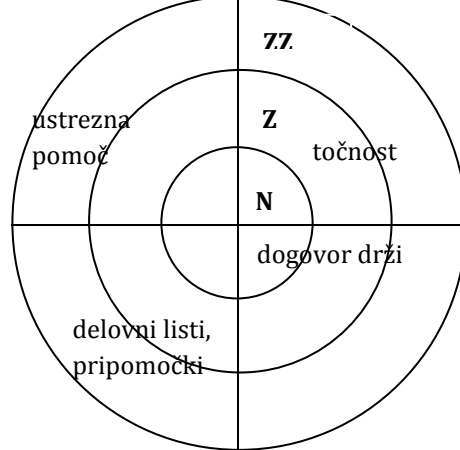
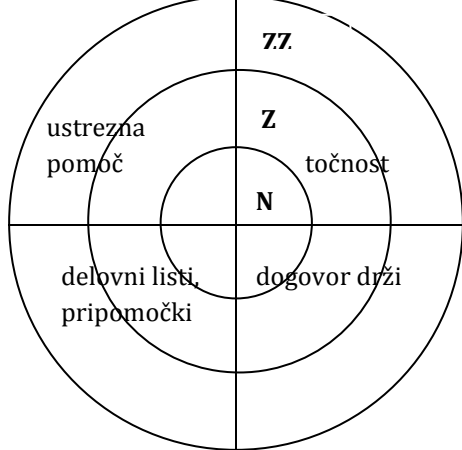
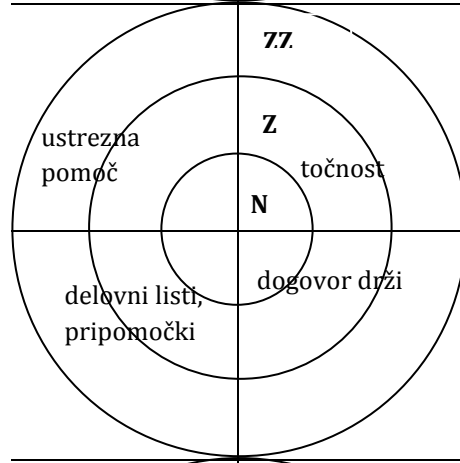
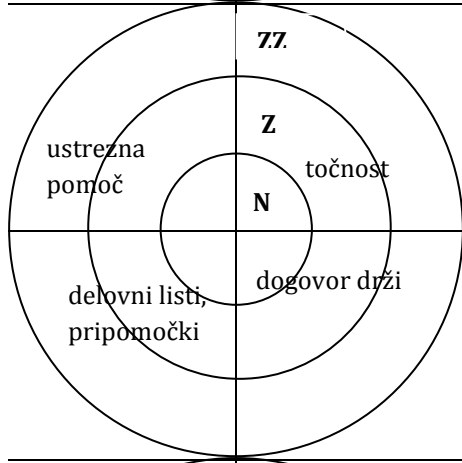
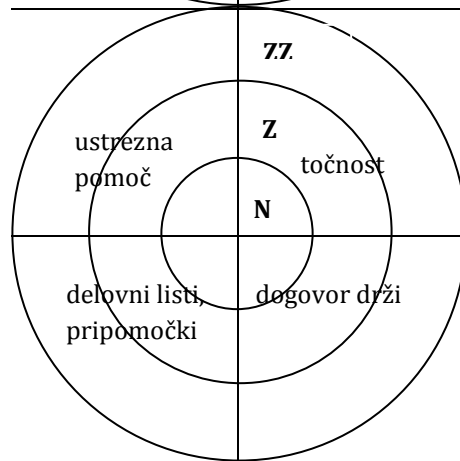
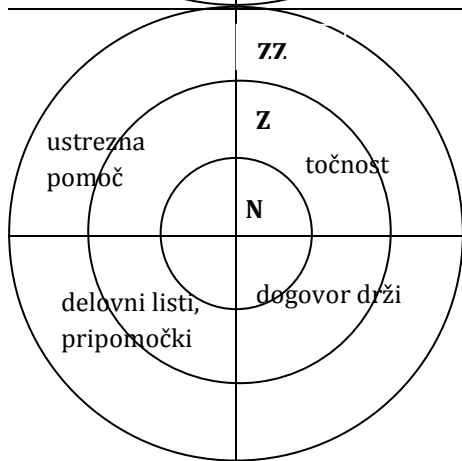
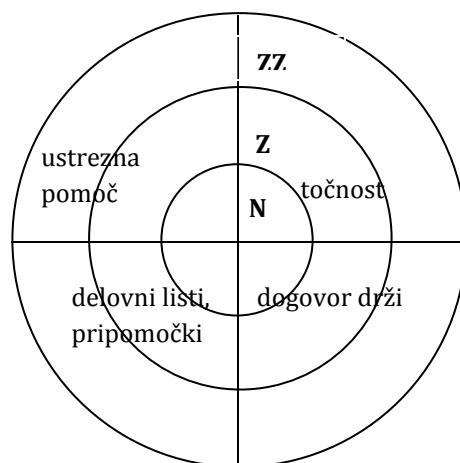
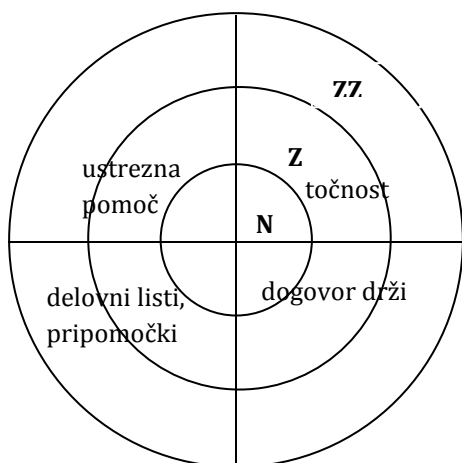
## Annex

- A tool for teacher-pupil feedback
- A tool for pupil-teacher feedback

**Used sources: Materials from teachers' training: Prgić, J. 8 circles of excellence, OŠ Kapela, September 2014.**







## Sweden

**Teacher's name and surname:** Maria Svansdóttir-Sundberg

### 1. Success criteria for co-reading

It is important to introduce models for success to our students – they waste time guessing if we don't!

Co-reading = reading together

**We sit close** in order to hear each other

**We take turns** to ensure that both get to practice reading and listening – both roles are active

**We keep a proper pace** in order to understand what we read

**We follow in the text** to be able to support and to see the words/language

**We talk about and ask questions about the text** in order to learn new things/words



## 2. Success criteria for a successful language learner

### A successful language learner

- believes in his/her ability to learn
- is motivated
- is aware of why he/she wants to learn
- is not afraid of making mistakes
- takes risks
- is good at guessing
- has the ability to discover patterns in the language
- has a positive attitude towards the language and its culture
- actively seeks opportunities to practise the language
- is willing to share the responsibility for his/her own learning

Source: Skolverket; Om strategier i engelska och moderna språk

Lena Börjesson Institutionen för pedagogik och specialpedagogik, Göteborgs universitet

### Self-assessment successful language learner

Name: \_\_\_\_\_

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <b>I believe in my ability to learn.</b> I have the ability to improve with practice.               | 1 | 2 | 3 | 4 | 5 |
| <b>I am motivated.</b> I want to learn.   | 1 | 2 | 3 | 4 | 5 |
| <b>I am aware of why I want to learn.</b>   | 1 | 2 | 3 | 4 | 5 |
| <b>I am not afraid of making mistakes.</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>I take risks.</b>  | 1 | 2 | 3 | 4 | 5 |
| <b>I am good at guessing.</b>   | 1 | 2 | 3 | 4 | 5 |
| <b>I have the ability to discover patterns in the language.</b> I see similarities and differences. | 1 | 2 | 3 | 4 | 5 |
| <b>I have a positive attitude towards the language and its culture.</b>                             | 1 | 2 | 3 | 4 | 5 |
| <b>I actively seek opportunities to practise the language.</b>                                      | 1 | 2 | 3 | 4 | 5 |
| <b>I am willing to share the responsibility for my own learning.</b>                                | 1 | 2 | 3 | 4 | 5 |

I already (2 stars): \_\_\_\_\_

\_\_\_\_\_

I need to (a wish): \_\_\_\_\_

### 3. Success criteria for a group discussion

#### We practice our ability to:

- take part in a group discussion,
- express/share our opinions and thoughts,
- take part of the opinions and thoughts of others

#### The topic: Friendship

- we are seated so everyone can see and hear each other
- everyone's opinions and thoughts are valued equally
- we stick to the topic
- everyone participates
- we take turns talking
- we ask if we don't understand each other
- we take notes (keywords) of our conclusions

#### What to talk about:

What makes a good friend? Give as many suggestions as possible.

Respond to one of the letters on page 14 in KP (Kamratposten – childrens magazine).

Tell about an episode when a friend made you happy or sad.

#### How did it go? (evaluation) grade from 1-5

- ☐ we were seated so everyone could see and hear each other
- ☐ everyone's opinions and thoughts were valued equally
- ☐ we stuck to the topic
- ☐ everyone participated
- ☐ we took turns talking
- ☐ we asked if we didn't understand each other
- ☐ we took notes (keywords) of our conclusions

#### 4. Keyring: Different levels of feedback

Print these on back and front of a paper, cut out, plastfie and put on a keyring – now you will remember to use different levels of feedback and to avoid praise!

##### **THE POWER OF FEEDBACK**

Feedback on three (four) levels

Task level

Process level

Self regulation level

(Avoid praise)



##### **Feedback to pupil finishing a text**

Praise – Good job!

Task - Your text is almost finished.

Process – Now read your text through and make sure you are ready to finish it.

Self-regulation – What do you need to do to finish your text?



##### **Feedback to a pupil coming to class on time**

Praise – Good boy!

Task – Good, you are on time.

Process – You must have set the alarm earlier today to be on time.

Self-regulation – What did you do to be on time?



##### **Feedback to a pupil spelling well**

Praise – Good job!

Task – You have only three spelling errors.

Process – You could look at the words posted on the walls to be sure how to spell them.

Self- regulation – What strategy do you have to spell even better next time?

