

## Final Report

### Feedback and Reflection: Great Partners!

As the teacher reflections below reveal, taking time to actively reflect and share ideas about the best strategies for giving feedback, as well as reflecting on its implementation in the classroom, resulted in positive gains for both teachers and students alike. Students improved their skill of using self-assessment, reflection and feedback to improve their work, as was evidenced by pre and post test results. The skills of self-assessment, reflection and working with feedback have improved, and will continue to improve, as teachers have seen their value, and so will seek out ways to use it and improve in all areas of the curriculum.

**New: Goals were met: The goal was to increase the practice of reflection for both the student and teacher, through the use of assessment and feedback to inform learning. As is evident from the enclosed teachers' journals, reflection was practiced throughout the project, by teachers, as we reflected on our students' progress, and the methods which worked/did not work as well, and feedback from our peers helped us to refine our practice. All teachers reported that they had improved their practice by giving feedback within two days. We met our goal of improving student achievement, across the cycles, when using the rubrics and exemplars, and immediate feedback in our practice. Through the use of rubrics, highlighting areas to match rubrics, and exemplars, students have increased their reflective abilities, and are identifying the criteria needed to be successful in their work. It has been a successful project, and we are developing exemplars and rubrics to be used in other areas of the curriculum.**

**Note: Exemplars and resources have been shared on google drive with our new ELA consultant, and with our present consultant, Wendy, who has responded positively to them.**

#### Cycle 3 Jocelyn Bennett:

Students used rubrics created together in class, to search for criteria in their persuasive paragraph assignments. They used highlighters and/or underlined and/or circled specific criteria to be included in their assignment, (see rubric attached). If an element was missing, the students then had the opportunity to add it to their assignment. In this way, the students became aware of what was missing by themselves, using the rubric to give themselves their own feedback, so that it was they who said, *"I don't have a second support for this argument in my paragraph. Can I still add one?" "YES!"* This process, of making a rubric together which identified all the required criteria, and then of letting the students be the first to use the rubric to write, then evaluate their assignment, and of adding that they had to not only circle the rubric, but highlight/underline/circle the matching criteria in their assignment, meant that they were much more aware of what it was that they were looking for. As you can imagine, many questions were asked during this phase, as to what qualifies as support for an argument, so that feedback on the criteria was being asked for by students as they completed their work, or as they completed the evaluation of their work. The second step was to take in the assignment, and to look at the evaluation given by the student on the rubric. If there were differences in judgement of the circled criteria by the student, then feedback and explanation were given

within two days, since we had learned that a short time period for feedback was one of the most important aspects of good feedback. As well, when samples were brought to share and discuss at our teacher meetings, new strategies were suggested which helped move the students who had difficulty self-assessing with the rubrics. At our workshop with Ainsley Rose, new ways of getting students to self-assess and reflect on their learning were presented to us. I have recently been working on the use of exemplars for feedback in reading response. Students have identified and separated different levels (3,4,5) and criteria, such as 'critical thinking' and 'connections' and then posted examples from the exemplars so that they can refer to them when writing their own responses. Students then wrote their own response and highlighted their meaning, underlined their connections, circled their structures and features, and highlighted their critical thinking. In this way, they discovered that deep connections could show critical thinking since they had both underlined and highlighted some of the same passages, giving them the immediate feedback that these were important part of their response. When given an exit question, asking for an evaluation of these methods when learning about response, the entire class wrote that they felt that they profited from it and would like more of the same! I will definitely be investigating the use of exemplars for feedback in other areas of the curriculum.

**Cycle 2 Jessica Everett:** As a first year teacher, I was very grateful for the PLC meetings as an opportunity to reflect on what I had been doing, learn new strategies and methods of assessment and feedback and receive suggestions from my more experienced colleagues. Prior to beginning the PLC, I had often been trying to do too many things at once in regards to writing in the classroom. I would teach a concept to the students, they would begin to get it and then I would move on to something else before they had completely grasped the concept. This didn't allow me time to think of new strategies or methods that would help those students who were struggling. The feedback I was giving them was also ineffective as they didn't have a chance to improve upon it and become accountable with it. Working in the PLC, I realized that I needed to focus on one concept and do that concept well. An example of this would be my PLC on persuasive paragraphs. The unit began small, looking at topic sentences, yet gained momentum as the students became more comfortable with paragraphs. Under the umbrella of persuasive paragraphs, students were also able to look at using voice, asking questions and hooking their reader in their writing. This allowed them to not only know how to construct a paragraph, but how to write a paragraph that would be interesting to read. Students also became accountable in creating and knowing their success criteria as I spent time having the students evaluate their own and their peers'

work, as well as discussing how they could improve upon it. Bringing the work back to the PLC benefited the students to improve in new ways. In areas where the students or I were struggling, other teachers were able to offer support and strategies that could be used to help the students progress. Jessica Everett Cycle 2

**Cycle 1 Kelly Lowe:** Throughout the PLC process this year, it was evident that immediate feedback played an important role in helping students succeed in organizing their writing. Students also took ownership of their organization goal by going back and highlighting their transition words in their texts. The use of rubrics helped them identify where they were in their learning. Kelly Lowe Cycle 1