

## Rubric for Assignment #9 - **Feedback to Students and Analysis of Results**

**Procedure:** You start by evaluating a piece of student work (e.g., a quiz, a homework assignment, a project or an activity) with feedback and grading on each as you normally would. From now on, I will refer to these as student “papers”. Photocopy all student papers and return the originals to the students. You will use the photocopies to demonstrate your feedback skills as follows:

1. **OBJECTIVE** - Submit a cover sheet that describes the class in terms of grade level, number of students, content being taught and student ability level(s). In this cover letter
  - a. State one measurable objective related to the student paper
  - b. State the criteria/criterion to meet this objective
2. **CATEGORY** - Submit the photocopied papers from your whole class with the names removed or marked out.
  - a. The total number of papers submitted to me needs to match the number of students listed in the class in #1.
  - b. Each paper should have feedback comments that focus both on strengths and weaknesses related to the objective.
  - c. Each paper has the “I, II, III, or IV” designation on it (Categorizing each of the papers as: I) student met the objective, II) student almost met the objective, III) student was far from meeting the objective, or IV) student showed no evidence of meeting the objective.
3. **GRAPH** - On the cover sheet, provide a bar graph that illustrates the performance of the total class toward meeting the objective. Below the graph, provide a summary of what the graph demonstrates in two or three sentences.
4. **FEEDBACK** - Of the total papers submitted to me, select 5 papers that
  - a. Illustrate the range of achievement in the class . . . the best , the worst, and three papers of your choosing in between. Mark each of these 5 papers with a star at the top of the page.
  - b. In addition to the feedback already present on these 5 papers, identify specifically where the student has made errors, why the student has made the error(s), and how the student should proceed to fix the errors. Your “right” or “wrong” judgment needs to be supported by evidence. Comments you choose to provide should be as helpful as possible in guiding the student’s continuing learning of the concept(s) assessed. The best comments are often questions you raise that cause the student to refine and/or extend his/her thinking.
5. **REFLECTION** - Based on student performance with respect to your objective, write five (5) or six (6) sentences on the cover sheet describing specifically what would you do, what did you do, and/or what should you do in upcoming lessons
  - a. To meet the needs of the group and
  - b. To meet the needs of the five (5) selected individuals.
  - c. To support students in applying your feedback in improving student performance outcomes.

**Rubric Points:** Each of the 5 sections above (called task elements) is worth 3 points. Submissions lose 1 to 3 points per section depending on the number of required sub-elements missing or poorly answered. See Rubric layout below.

**3710 Assignment #9.**

Name of Student:				
Element	<i>"0 pts" No response to this element was provided</i>	<i>"1 pt" More than one sub-element response is incomplete or not on target</i>	<i>"2 pts" One sub-element response is incomplete or not on target</i>	<i>"3 pts" All sub-element responses are complete and on target</i>
<b>Objective</b>				
<b>Category</b>				
<b>Graph</b>				
<b>Feedback</b>				
<b>Reflection</b>				
Final Score				
Comments:				

