Feed-up, Feedback, and Feed-Forward

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Today’s Purposes
Consider a formative assessment system that feeds information up, back, and forward
Link formative assessment to quality instruction
Examine leadership qualities necessary for this effort
Discuss these concepts with professional colleagues

Feed up: establishing purpose
Check for understanding: daily monitoring
Feed back: providing information about success and needs
Feed forward: using performance for “next steps” instruction and feeding this into an instructional model

Feed Up

Establishing Purpose: Why are we doing this anyway?

Two Components:

Language Purpose

Content Purpose

The same content objective can have many different language purposes

CO: Identify the phases of the moon.
LP #1: Name the phases of the moon. (vocabulary)
LP #2: Use sequence words (first, next, last) to describe the phases of the moon. (structure)
LP #3: Explain how the moon, earth, and sun move through the phases. (function)
Purpose = Expectations

Check for Understanding:
How am I doing?

How often do you do this?

Everybody got that?
Any questions?
Does that make sense?
OK?
Using Oral Language to Check for Understanding

Original price of a microphone: $129.99. The tax is 7%. What is the total price you have to pay for this?
Wendy says...

“So, the problem is asking me how much I have to pay for this mic. The information I know is the price and how much tax they make you pay. I think it has to be more than $129, like maybe $150, because the tax is on top of the price. I have to add the tax to the price. But I have to find out how much the tax is. I think you multiply. So I did $129.99 times 7, but that is $909 and that is too much for the microphone. The answer isn’t reasonable. But I don’t know why it didn’t work.”

What does Wendy know?
What doesn’t she know?
What do you do next?

Using Questioning to Check for Understanding
Elicitation

draws on information
that has already been taught

"5 W's"

Elaboration

solicit their reasoning

"Why do you think so?"
Clarifying
extend thinking by asking for an example or evidence

“Can you show me where you found that information?”

Using Writing to Check for Understanding

Writing

GIST Summary
RAFT Writing
Crystal Ball
Writing Prompts
Use checklists to keep writing projects on track

Feedback
How am I going?
Introduction

A healthy organization needs capital resources to keep running. However, unless these resources are managed in an effective manner, the organization will not survive. Effective management is more than just putting people in charge and hoping for the best. Effective management structures are designed to fulfill specific functions. These four functions of management are planning, organizing, leading, and controlling. Planning is specifying the goals to be achieved and deciding the appropriate actions needed to achieve those goals. Organizing is assembling and coordinating the human, financial, physical, informational, and other resources needed to achieve goals. Leading is stimulating people to be high performers. Controlling monitors performance and implements necessary changes. William: When working with these four functions, it helps to create and build a good foundation for an organization. When all four functions are at high, it helps make an organization run well. If one function is in decline, the organization will also decline. Because these functions are like bricks in a wall, they depend on one another for support and are interconnected. If one has a crack, they all will soon crumble.

Planning

Historically, planning described a top-down approach in which top executives established business plans and told others how and when to implement them. The growth and development of organizational behavior have resulted in a broader and deeper understanding of how management can and should plan in order to ensure the health of an organization.
Mismatch between feedback and core beliefs

Teachers use error codes although they think students have limited ability to decipher them.

Lee, 2009

Mismatch between feedback and core beliefs

Teachers respond mainly to student weaknesses even though they believe feedback should include both strengths and weaknesses.

Lee, 2009

Making feedback useful

Timely
Specific
Understandable
Actionable
Feedback about the task
Most common type
“You’re pointing to the right one.”
Corrective feedback
“You’ll want a transition between these two ideas in your paper.”
Not useful without additional information
“Reread Section 3 of the text because you have this one wrong.”

Feedback about the processing of the task
Did you use the FOIL method to solve that problem?
It seems like a prediction might help here, right?

Feedback about self-regulation
When you put your head down, you stopped listening to your group members.
I think you achieved what you set out to achieve, right?
Feedback about the self as a person

You have great stamina because I can see you've been working on this for several minutes.

I bet you're proud of yourself because you used that strategy we've been talking about, and it's working for you.

Structure the feedback for effectiveness

Begin with a description of performance.
Follow with guidelines of what to continue doing, or to change.
End with encouragement to persist.

Zwiers, 2008

How do you use feedback to improve student performance?
When does it work, and when doesn’t it?
Feed forward
Where to next?

Feeding forward involves…

Misconception analysis
Error analysis
Error coding

Error Analysis

• To align instructional practice
• To analyze student work
• To make instructional decisions
Miscue analysis and running records

Item Analysis in Science

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Error Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>It gets its food from the soil.</td>
<td>Misconception Does not understand that nutrients are manufactured internally by the plant.</td>
</tr>
<tr>
<td>b)</td>
<td>It turns water and air into sugar.</td>
<td>Oversimplification Understands that food is manufactured internally, but does not understand that water and the carbon dioxide (from the air) are used to make sugar and oxygen.</td>
</tr>
<tr>
<td>c)</td>
<td>It has chlorophyll to produce food.</td>
<td>Overgeneralization Does not understand that some parasitic plants do not contain chlorophyll.</td>
</tr>
<tr>
<td>d)</td>
<td>It adds biomass through photosynthesis.</td>
<td>Correct answer</td>
</tr>
</tbody>
</table>

Error Coding
The Takeaway

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