What Comes Next in the Learning?
Module 4: Analyzing Evidence and Providing Effective Feedback Preview

LEARNING TARGETS: 1. Know how to use methods of assessment formatively in order to analyze evidence of student learning.

2. Understand what makes feedback effective.

3. Know how to provide effective feedback.

MODULE SEGMENTS

Segment One: *Analyzing Evidence*
Learn ways to use methods of assessment formatively in order to analyze evidence of student learning.

Segment Two: *Effective Feedback*
Understand the different types of feedback and learn research-based practices for providing effective feedback.

SUMMARY

In the first segment of this module, you will learn how to use the four methods of assessment formatively in order to analyze evidence of student learning. What is considered evidence? Evidence refers to the information about student learning gathered through formal and informal assessment events. It can be in the form of data that is documented formally on a chart, student artifacts that are used formally and informally, and the observations made as teachers and students assess learning within a lesson itself.

In segment two, you will examine your own knowledge and practices when it comes to effective feedback and discover why feedback is so important. To solidify your understanding, this segment includes activities where you must determine if a scenario provides an example of effective feedback or something else, such as a common misconception.

Effective feedback comes in two forms—success and intervention feedback. Success feedback helps students focus on what was done well, whereas intervention feedback helps the student focus on what needs work and provides guidance for what to do about it.

Module 4 also emphasizes the importance of having a feedback loop in your classroom. As we know, truly effective feedback is not only about the feedback we give students, but about the learning that takes place after feedback is given. Students need to be taught how to provide and act upon feedback to move their learning forward.