Feedback Strategies

Writing Across the Curriculum Program
How Are you Responding to Writing?

• How do you use comments in your current grading/feedback approaches?
• What are your goals with commenting?
• What are some common responses you have to student writing?
Strategies & Practices

1. Frame all comments as “feed-forward.”
2. Engagement, Encouragement, and Mentoring
3. Less is more.
4. Avoid "Editing" Student Work
5. A rubric can focus your time and attention—and provide “template” language.
6. Explore alternatives to traditional teacher comments.
7. "Low stakes" and "writing to learn" exercises do not require extensive feedback.
“Feed-Forward”

That is, focus your comments on what you would like students to do differently to make their drafts stronger instead of on what they have not done well.

– Set out to respond to the student's ideas, grasp of content, or presentation of information over simply noting the “problems.”

– Ask open-ended questions that will ask the student to think more deeply or to include new information in a draft.

– Offer suggestions for how the student might solve a particular problem in a draft or draw stronger connections in their work.
Writing Mentorship

Students are often quickly overwhelmed by instructor comments on their papers—especially if those comments are overwhelmingly negative.

– See the learner behind the effort.

– Be sure to say “good job!” if you see that the student has been successful.

– Many students find our responses to their writing confusing, unclear, and ominous.
Less Is More

Key your comments to particular pre-selected criteria closely related to your course or assignment goals. This approach begins with effective assignment design and some foresight:

– design assignments that reflect a few of your most pressing goals for student writers;
– clearly state your expectations for your students' writing;
– be guided by those expectations/values as you evaluate student work.
Avoid “Editing” or “Correction”

Scholars of student writing development have suggested that a focus on sentence-level error may be counterproductive for the struggling student writer.

– Try “minimal marking”
– Point out consistent errors in 1-2 paragraphs, encourage the student to search out the remaining errors.
– Build in time for revisions, multiple drafts, peer review/response, or a trip to the writing center for higher stakes assignments.
Rubrics

A rubric is a basic scoring guide (usually in the form of a grid) that can help any writing instructor evaluate a student's performance based on a select set of criteria.

<table>
<thead>
<tr>
<th>Grid View</th>
<th>List View</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Completed</strong></td>
<td><strong>Novice</strong></td>
</tr>
<tr>
<td>Content</td>
<td>Chose an organization or person who is completely inappropriate for the assignment. Does not follow directions. Less than 750 words.</td>
</tr>
<tr>
<td>Organization</td>
<td>1 long paragraph.</td>
</tr>
<tr>
<td>Grammar/Mechanics</td>
<td>Unintelligible, incomplete paragraphs and sentences.</td>
</tr>
</tbody>
</table>
Explore Alternatives

Discussions about drafts-in-process and effective models may be as helpful as written feedback.

- You might ask students to meet with you in one-on-one conferences or in small groups; these often take less time than sitting down with each paper individually;
- Class discussions of the goals for writers in your field can help students understand why and how their writing matters;
- Models and examples are often very helpful for students and can save you time by establishing what you value and comment upon. You can refer back to that paper in your comments, as well.
“Low Stakes” or “Write to Learn”

Low-stakes assignments can allow students to explore ideas without the pressure of a final draft.

– You can assign these a simple rating (such as a "check plus/check/check minus.")
– One brief comment at the end, often reiterates what you most value.
The expression: “Never, never give up” means keep trying and never stop working for your goals. Do you agree or disagree with this statement?

It is hard to imagine that someone has not faced many difficulties in their lives. In such difficult situations, different people can have different reasons to achieve their goals. Someone might stop their progress goals to transfer into a new one to keep trying and never giving up until being able to get their initial goals. I, of course, agree with people who keep in their mind the saying “Never, never give up”.

First of all, it is well known that no beautiful road is inherently spread everywhere, so no success can be reached without any obstacle. Thus, if a person wants to be successful, there is no way to get the final goal but never giving up their target. For example, Michael Jackson who had been a pop king during the end of the 90s, used to sacrifice his childhood to achieve his goal. There might have been a time that he wanted to give up his pop dream in order to play with his peers. At such moments, the saying “Never, never give up” might help him to overcome distractions and boredom. Thus, the expression “never giving up” bears a meaningful notion for people who desire to see their successes.

Secondly, “Never, never give up” saying can help people more confidence to achieve other successes in their lives. A person always gives up his/her work whenever it appears obstacles if he/she could be confident enough to keep trying with other goal. For instance, when I was young, I was so scared of bathing, swimming, or any activity that related to water. Thus, I did not dare to learn how to swim until I met my teacher who encouraged and helped me to get used to swimming lessons. I had a lot of confidence from him to overcome difficulties that I had to overcome to be able to put my feet in the swimming pool. More than one time, I was about to give up my swimming practicing but my teacher always told me to keep trying. As a result, I am now one of the swimming champions in my hometown.

In short, whoever a person is, the expression “Never, never give up” has got a crucial meaning for him/her to pursue his/her life in pursuit of his/her target in their lives.

Wow! Big Improvement from 310. I’m happy the tips helped...