

Feedback

Purpose: Providing actionable feedback that is specific and focused helps students grow and improve their writing. Use these tips in addition to your own teaching experience and knowledge of your students as you grade writing.

Providing Feedback

Use the written feedback suggestions as examples. There is space to add your own.

Teaching Tip

You may wish to laminate the feedback and hole punch or put on a ring to hand out individual activities to each student group or table as they work on providing their own feedback during peer editing activities.

Feedback on Student Writing - Argumentative

*Below are options of pieces of feedback you can use in each section of the rubric.
When needed, please edit the comment to make it fit for each student.*

Claim/Counterclaim (Areas of Strength)

- You introduced the topic clearly. This lets the reader know right away what you're going to be writing about, provides your readers with more information about the topic, and shows your readers that you know a lot about the topic.
- You introduced the topic. This lets the reader know right away what you're going to be writing about, provides your readers with more information about the topic, and shows your readers that you know a lot about the topic.
- You included a clear and supportable claim.
- You acknowledge an opposing claim, which lets your readers know that you have thought about other sides and viewpoints.

Claim/Counterclaim (Areas of Growth)

- Be sure to introduce the topic in the beginning of your argument so your readers know what your writing is going to be about. You can do this by restating the question in your claim.
- Make sure that your claim is clear so your reader can fully understand your viewpoint. Restating the question can help make your claim clearer.
- Next time, try going even further in your written argument to include an alternative or opposing viewpoint (counterclaim).
- Moving forward, we will work on adding counterclaims, to address other viewpoints. This can help make your argument stronger by showing your reader that you thought about many different sides of the argument.
- You have information from the text, however you need to introduce the topic at the beginning of the argument.

Reasons (Areas of Strength)

- You included # clear reasons to support your claim.
- Your reasons accurately support your claim.
- Great job referring back to all of your reasons throughout your argument.

Reasons (Areas of Growth)

- Remember to include reasons to support your claim.
- Remember to refer back to all reasons in your argument.

Evidence (Areas of Strength)

- You included #_ pieces of relevant evidence to support your claim and reasons.
 - Your evidence was from accurate, credible sources.
 - You provided many specific examples from the text (evidence) to support your analysis.
- I like how you included phrases such as: "According to the text...", "According to the author..." and "In the passage...". This lets readers know that you're about to draw evidence from a literary or informational text.
- Great job adding your own experiences to further explain your argument.

Feedback on Student Writing - Argumentative

*Below are options of pieces of feedback you can use in each section of the rubric.
When needed, please edit the comment to make it fit for each student.*

Evidence (Areas of Growth)

- Next time, be sure to include more pieces of evidence from the text to strengthen your argument. There are many examples you can choose from.
- Make sure that your evidence is drawn explicitly from the text. You can do this by finding examples from the text and writing, "According to the text..."
- Make sure the details you pull from the text to strengthen your claim actually support your side of the argument. Some of your evidence supports the counterargument.
- Make sure the details you pull from the text to strengthen your claim actually support your side of the argument. Some of your details from the story are opinions, not facts.

Reasoning (Areas of Strength)

- The words and phrases you included supported a cohesive argument and clarified relationships among your claim, reasons, evidence, and reasoning.
- You clearly explained how your evidence supports your reasons and claim. This is reasoning.
- Great job adding your own experiences to further explain your reasoning.

Reasoning (Areas of Growth)

- Be sure to clearly explain why you made the claim that you did (reasons), chose the examples from the text to support your claim (evidence), and further explain how your evidence supports your reason and claim (reasoning).
- Moving forward, be sure to clearly explain, in your own words, how each piece of evidence connects back to your reasons and claim. This is reasoning and helps make your argument stronger.
 - As you include more pieces of evidence from the text to support your reason and claim, continue to explain the connection between your evidence and claim.

Organization (Areas of Strength)

- You introduce the topic or text clearly, which helped grab the reader's attention.
- You organized your reasons, evidence, and reasoning clearly. This helps your reader follow along with your argument.
- Great job strategically grouping all related ideas to clearly support the writer's argument.
- You provided a concluding section that concisely captured your argument without repeating your claim.
 - An effective conclusion that supports the argument presented helps reinforce your ideas to your audience.
- Great job using appropriate transitions to link sections of the text. This creates cohesion and helps clarify relationships between ideas.

Feedback on Student Writing - Argumentative

*Below are options of pieces of feedback you can use in each section of the rubric.
When needed, please edit the comment to make it fit for each student.*

Organization (Areas of Growth)

- Remember to introduce the topic or text to grab your reader's attention and help your reader understand what he/she is about to read
- Be sure to organize your ideas clearly, so your readers understand your argument.
- Remember to include a concluding paragraph or sentence that wraps up your argument clearly. This helps to reinforce your ideas.
- To make your argument stronger, you can conclude with: a call to action, a question you want your audience to consider, and/or another statement of your personal opinion.

Audience Appropriate Language - Style (Areas of Strength)

- You establish and maintain a formal style.
- The style of your writing is appropriate to the task, style, and audience.
- You included grade-appropriate academic and domain-specific vocabulary.
- The language you included effectively expressed your ideas without unnecessary wordiness or redundancy.

Audience Appropriate Language - Style (Areas of Growth)

- Make sure that your evidence is drawn explicitly from the text. You can do this by finding examples from the text and writing, "According to the text..."
- If your audience is knowledgeable about the topic, be sure to include discipline-specific vocabulary. This will show your audience that you're knowledgeable about the topic, as well, and can.

Conventions of English (Areas of Strength)

- You demonstrated an understanding of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Your writing has few or no errors in the conventions of standard English grammar.

Conventions of English (Areas of Growth)

- As you continue to further your writing, we'll work on writing in only one tense.
- We will also learn how to turn run on sentences into two, clearer sentences.
- As we continue writing, we'll be sure to work on standard English grammar usage and writing complete, clear sentences. This also includes capitalization and proper punctuation of a sentence.
- Remember to remove personal pronouns, such as "I, me, my, us, and you," from your argument. If you write it, the reader knows it is your thought and opinion.

Conferencing with Students

Meet with students on a regular basis to provide feedback and discuss growth. You might use the following structure:

- a) Schedule a conference.
- b) Provide students time to evaluate their own writing. Have them write 2 things they did well and 2 things they think they need to improve.
- c) At the conference review the student's writing. Explain why you graded each element in the way that you did. Help the student understand how to continue doing that element in their future writing or make improvements to that element in their future writing. Solicit ideas from the student for improving or continuing to use these elements as well.
- d) Review the student's evaluation. Note places where you agree and discuss places where you disagree.
- e) Use all the information from the conference to make a plan for growth. Assign a growth focus and make sure students leave the conference with at least two concrete tasks for next time.
- f) At the next conference, remind students of their growth focus and begin the conversation by talking about how their writing reflects work on the focus and tasks.

Teaching Tip

You know your students best. If you think a student might be overwhelmed with feedback on all seven elements, choose one or two to focus on. Use the feedback from those to set a growth focus and tasks.

- g) You can use the Writing Reflection and the Feedback Loop in your conference. The 2X2 Writing Reflection is a good way to focus the conference, take notes, and create action steps.



Name: _____

Assignment Title: _____

From the feedback I provided, what's one thing you agree with?

From the feedback I provided, what's one thing you'll improve the next time you write?

From the feedback I provided, what is one question you have?



Name: _____

Assignment Title: _____

My goal for this assignment was

I met / did not meet my goal because

What is one thing I did well in this assignment?

What is one thing I think I could do better?

Student Name: _____

Assignment Name: _____

Date of Writing Conference: _____



	Writing Element (Completed by the Writer)	Writing Element (Completed by the Reviewer)	Next Actions from Writing Conference
Two Things I Know I Did Well on this Assignment			
Two Things I Know I Struggled with on this Assignment			
Two Things I Know I Want to Continue Doing on the Next Assignment			
Two Things I Think I Can Do Better on the Next Assignment			

Peer Feedback

- 1) You aren't the only one who can provide feedback. Research suggests that students find peer feedback more useful. Having students reflect on their peers thoughts about their writing as well as your own has the potential to show more student growth.
- 2) You might use the following structure:
 - a) Pair students and have them exchange writing. You may wish to have students print out their work to edit or evaluate offline. Students can also review each other's work online and take notes on the checklist or in their notebooks.
 - b) Distribute the Peer Editing Checklists and the Rubric Checklists. The Rubric Checklists reflect the rubrics that students will be graded against.
 - c) Have students use the checklists to reflect on their peers' writing. You can ask students to review one portion of the writing or the entire piece.

Teaching Tip

Provide sticky notes. Tell students to mark places in the text that they have questions about with a question mark and include the question on a sticky note. They can mark places they like with a smiley face or an exclamation point and then explain what they liked and why on a sticky note.

- d) Have students share their feedback with each other. One student should share and then give the other student time to respond to the feedback. Remind students that they should keep the feedback centered on the writing. Have students switch.
- e) Give students time to apply the feedback before submitting their writing.

Name: _____

Partner's Name: _____

Assignment Title: _____



Peer Editing Checklist

- To begin, make sure you have a copy of your partner's writing to record notes and feedback.
- Listen as your partner reads through the entire text aloud once without interruption.
- As your partner reads, listen for opportunities to make sections more clear or more connected. Mark any places where you think changes are needed. You don't need to write what you think needs to happen yet. You can do that later.
- After your partner finishes, take time to go back to each place you marked and provide detailed feedback. You don't have to write in complete sentences, but give enough detail so it is clear what change or changes you think should be made.
- Add any questions you have about the writing.
- Review your questions and suggestions with your partner.
- Role-play a question-and-answer session so your partner understands areas for further development.
- Give your partner your copy of their writing so they can review it independently.

Create: 8. Review

Claim/Counterclaim

- Introduces the topic.
- Takes a clear stance based on the question.
- Grades 7 and above:
 - States an alternative or opposing viewpoint
 - Explains why the alternative viewpoint is not as strong as the claim

Reasons

- Provides at least two statements that support why the writer has this specific claim.
- Refers back to the reasons when supporting them with evidence and reasoning.

Evidence

- Includes three or more clear facts or examples that support the claim and reasons.
- At least two of the facts or examples must come from the text.

Reasoning

- Explains (in the writer's own words) how the evidence supports the reasons and claim.


Organization

- Introduces the topic or text clearly, grabbing the reader's attention.
- Groups all related ideas (reasons, evidence, reasoning).
- Uses transitions to make the writing clearer.
- Wraps up the writing, reinforcing the argument.

Audience Appropriate Language (Style)

- Chooses language that will help the reader(s) understand the argument.
- Uses vocabulary from the text.
- Establishes and maintains a formal style.

Conventions of English

-  Uses correct standard English grammar, capitalization, punctuation, and spelling.