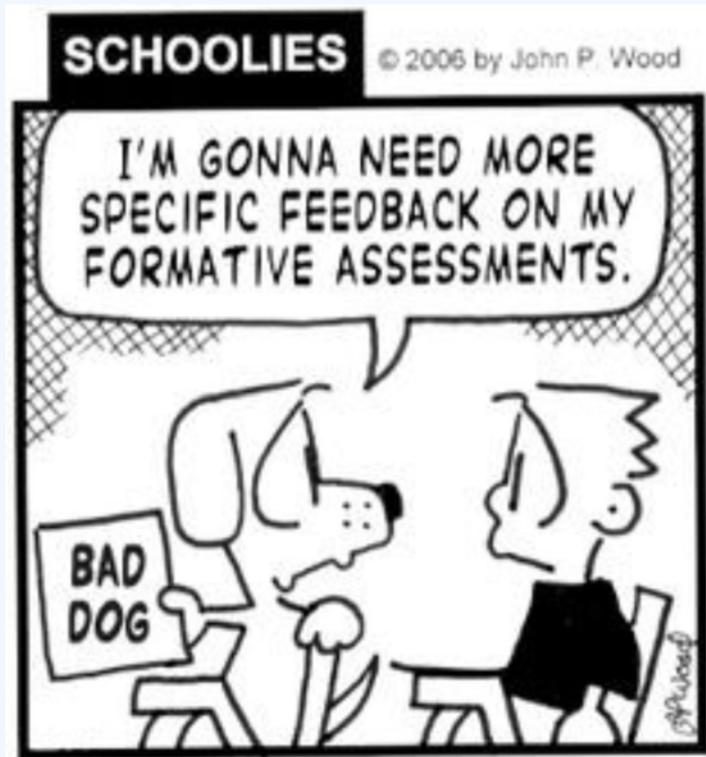
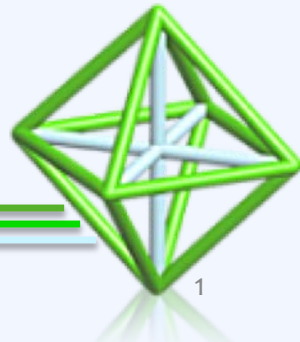


# Reflecting on Practice

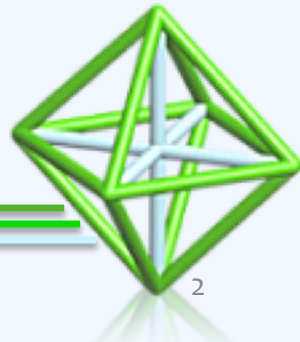


Portland: day two  
2019



# Leveraging Artifacts of Student Thinking

High quality feedback as a way to support individual students in growing as learners, doers, and lovers of mathematics.

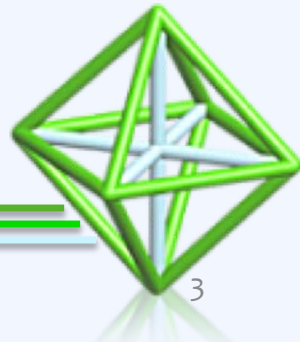


# “The Secret of Effective Feedback”

Review last night’s reading with the frame of the Four A’s Protocol:

- What Assumptions does the author hold?
- What do you Agree with in the text?
- What do you want to Argue with in the text?
- What part of the text do you want to Aspire to (or Act upon)?

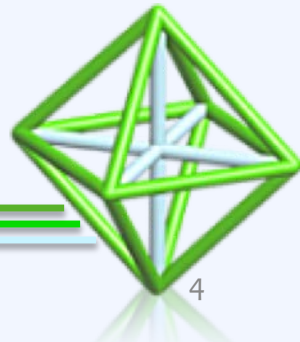
Select one of your “A’s” and share with an elbow partner



# Getting Ready...

Framing our view of students, and students' thinking in preparation for providing feedback.

**why  $2 > 4$**

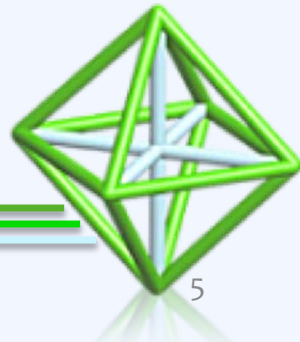


# Math Club Mystery

Go to: <https://tinyurl.com/MathClubMystery>

On your own, take a few minutes to make sense of the problem.

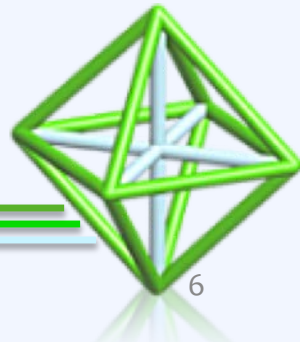
Then begin familiarizing yourself with the student solutions, and the feedback provided.



# Math Club Mystery

With a partner, or two, at your table:

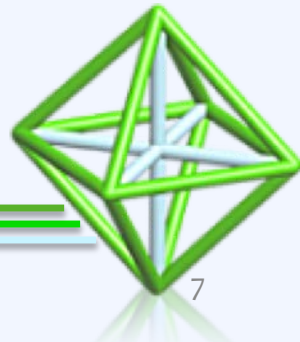
- 1) Pick one piece of written feedback to revise
- 2) Describe why the modification(s) would be more helpful in inviting the student to continue engaging productively with the problem



# Refined Feedback

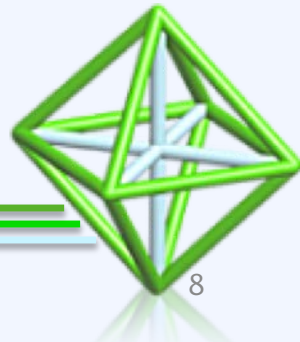
In order.... offering revised feedback to  
Brian, Hannah, Kyle, Jacob or Daniel

Be sure to share why you feel the  
modification(s) would more effectively invite  
the student to re-engage with the problem.



“Feedback should be more work for the recipient than the donor.”

-Dylan Wiliam

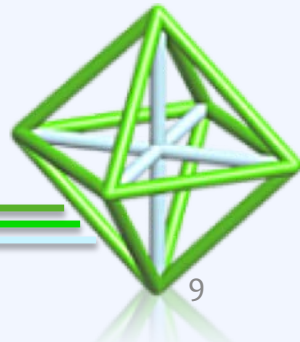




# Feedback for 140+

- Feedback Buddies
- Group Buddies
- Random 7
- Random 3

<https://powteacher.blogspot.com/2019/07/feedback-for-140-repost.html>



# Four Quarters Marking



MARK IN DETAIL,  
25% OF WHAT  
STUDENTS DO



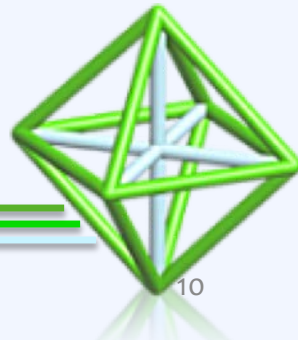
SELF-ASSESS ABOUT 25%  
WITH TEACHERS  
MONITORING THE QUALITY



SKIM ANOTHER  
25%



PEER ASSESSMENT  
SHOULD BE THE  
OTHER 25%.



# Reflection

- What are the ways you give feedback that help students grow in their learning? What's working? What might work better?
- What are ways that you balance the workload of giving effective feedback for many students? What's working? What might work better?

