Students understanding success criteria and receiving feedback to promote self-regulated learning

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Intended Learning Outcomes

By the end of the session participants will be able to think about different ways to:

- share and clarify success criteria with their students
- use more *consequential* feedback with their students

GCSE in House Design…

You have two minutes to draw a house

WALTs, WILFs & WAGOLLs

Not all students have the same idea as their teachers about what they are meant to be doing in the ‘classroom’.

Often what exactly is wanted is not made clear, and this puts some students at a considerable advantage because they already know.

Wiliam (2011:52)

WALT – We are learning to…

WILF – What I’m looking for…

WAGOLL – What a Good One Looks Like

ILO position within AfL paradigm

1. Clarifying and sharing learning intentions and criteria for success.

2. Engineering effective classroom discussions, questions, and learning tasks.

3. Providing feedback that moves learners forward.

4. Activating students as the owners of their own learning.

5. Activating students as instructional resources for one another.

Think about…

1. Task-specific versus generic scoring rubrics
2. Product-focused versus process-focused criteria
3. Official (GADs!) versus student-friendly language.

Generating Success Criteria

1. Prove it/doing it wrong
2. A finished product
3. Comparison of two products
4. Sloppy success criteria
5. Retrospective generating
6. Revisiting existing success criteria

Clarke, S. (2008) Active Learning Through Formative Assessment

Posters

Decide success criteria

My poster will include

- clear heading, underlined
- A labelled diagram
- A clear layout in sections (I will think about this first)
- Science vocabulary
- My own words in a clear explanation
- thinking question/related to real life

Generalising and repurposing

Now adapt these success criteria for making a science explanation / writing a piece of text / explaining a process (sequence) or concept (say why).

- Diffusion of air freshener
- Negative feedback (e.g. the endocrine system)
- Photosynthesis
- Electricity generation

With HE students

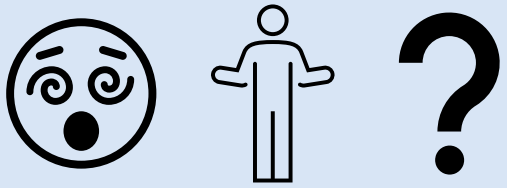
“strong and sustained criticality”

“Purposeful and systematic demonstration of professional practice and expertise”

“fluent and coherent communication”

“informed and confident approach to complexity”

“persuasive conclusions and/or application to practice”



Co-construction

- Students given past samples to analyse
- They can work out criteria from one sample; using more than one gives a ‘nose for quality’ (‘which one is the best? ‘Why?’ ‘What are the best features?’)
- Using the (GAD) rubric, they work to ‘score’ each piece
- Approach can be used with any assessment artefact

What educators often see as feedback

- Comments
- Clarification
- Criticism (pros & cons)
- Confirmation
- Content development
- Correction

[All of these tend to relate to how the student is doing now]

What students see as feedback

- Give advice on what to do next
- How to improve
- What to do better next time but also what you are doing well
- “you do something, and the tutor tells you whether you are going in the right direction”
- How to make adjustments to make it better
- To have time to make it better

[all of these are to do with ‘where next’]

Feedback within the learning instance

Key points about *verbal* feedback research…

- Task feedback predominates; shift this to more self-regulatory forms [see handouts]
- Where students receive more *process* and *prompt* forms, confidence, self-efficacy, self-concept increase, anxiety decreases.
- Students do not always recognize they are receiving feedback, so make it clear that they are!
- Praise has its place in the emotional space of the classroom.
- Ensure there is a *consequence* to feedback

Three Fundamental Principles of Effective Classroom Feedback

1. Be more work for the recipient than the donor

Feedback should cause thinking. Students should be expected to have time to do something with it.

2. Be focused

'less' can be more: feedback should be accurate *and* helpful

3. Relate to shared learning goals

Have clear learning intentions and success criteria that are referenced through a lesson & in feedback given at the appropriate time

[From Dylan Wiliam Embedded Formative Assessment (2011)]

Thoughts

What have you found out about using success criteria?

Why isn’t just having success criteria enough?

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What have you found out about using success criteria?

Why isn’t just having success criteria enough?

- What's done with them/how they are used
- Focus on learning rather than who’s best
- More reflection on strategies used
- Control shift from teacher to student
- Students better at checking

Any questions?

References

Clarke, S. (2008) Active Learning Through Formative Assessment. Hodder Education

Hattie, J. and Clarke, S. (2019). Visible Learning: Feedback. Routledge.

Wiliam, D. (2011). Embedded Formative Assessment. Solution Tree Press