CRAWLING OUT OF THE TIME SUCK!

Grading, Evaluation, and Feedback
heather turner & matt gomes
@heathnoturn  @invernessfalls
How do I respond to student work?
How do other teachers respond to student work?
Are there overarching problems?
How have we solved them?
Are there different kinds of responses?
A few methods to try
A QUICK SELF ASSESSMENT: WHAT DO YOU DO?

What major projects do you assign?

How long do you typically spend responding to student work for a given project?

At what point(s) in that project do you offer response(s) to students?

How do you deliver your responses? What forms do your responses take?
A quick self assessment: What do you do?

Types of assignments: lab notebooks, prelabs, internship reviews, larger group research project, recommendation letters, screenplays, lesson plans.

Time: all in one day, over the weekend, chunks of 1 hour time,
What concerns do you have about giving responses to students’ work?

What problems or issues do you run into when giving responses?

At what point in the process of delivering responses do you run into those problems, issues, or concerns?
WHAT CONCERNS DO YOU HAVE ABOUT WHAT YOU DO?
What’s worked for you? What do you think would work for others?

revision notes or letters; ask students to identify the things that they are struggling with; ask students to think about the things they are doing well; tethering responses to other assessments, like future tests; re-submission for additional credit;

peer review, student-to-student feedback; have students direct other students’ feedback with authors’ notes; direct students to look for particular items, or give feedback in specific ways;

break it up by addressing one question; set limits before you start about the amount of labor you want to do; think about yourself as a teacher AND as a human; scheduling;
This also worked...
## Different Kinds of Responses: Redefining Our Terms

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<tr>
<th>Feedback</th>
<th>Evaluating</th>
<th>Grading</th>
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<tr>
<td>- directive or non-directive</td>
<td>- more judgmental</td>
<td>- final judgment</td>
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<tr>
<td>- generative responses that</td>
<td>- more directive, in terms of response</td>
<td>- assigning numerical or symbolic value with one-dimensional</td>
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<td>prompt revision</td>
<td>- assessing for the presence or absence of traits, or scaling these traits in reference to specific criteria</td>
<td>- non-directive (because of the finality of grades*)</td>
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<td>- longer</td>
<td>- semi-descriptive</td>
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*What if I let them revise? Grades are just a promise, until they’re not.*
Different kinds of responses: redefining our terms

Feedback  Evaluating  Grading

TIME
A FEW METHODS

read our blog

Before a project.
scheduling.

During a project.
non-directive feedback.
directive feedback.
evaluation.

After a project.
grading.
justification of grade,
BEFORE A PROJECT: SCHEDULING

How much time do your students need for each project for the entire semester?

Can you schedule major and minor assignments so that you are not collecting more than one project at a time that needs explicit feedback from you?
During a project: Different ways to give responses

At what points in a project do students need individual feedback?

Are there other ways you can imagine getting responses to students?

What kind of feedback will help them develop along project outcomes or assessment criteria? At what point in the project will this feedback be most useful?
DURING A PROJECT: DIFFERENT WAYS TO GIVE RESPONSES

Getting Responses to Individual Students
Teacher-to-Student: Narrow your parameters
Student-to-Student: Distribute the labor of responding across the class

Getting Responses to the Whole Class
Teacher-to-Class: Identify *patterns* across student work.
Student-to-Class: Have students identify patterns.
What is the purpose of your response at this point in the project?

What kind of responses would be most useful for students at the end of a project?
YOUR RESPONSES TO OUR RESPONSES TO PROVIDING RESPONSES?

What responses do you have to these methods?
- how to encourage buy-in or engagement with work?
  Do any seem more or less effective for your classes?

  Why or why not?

  Do you have any alternative methods?
Questions?

Tweet us!
Heather:  @heathnoturn
Matt:    @invernessfalls