

# LA 6.3 Seeking and Providing Feedback



Learning Outcome	Pedagogical Intent	Student Position
<p><b>Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.</b>  <b>Assessment: 50 pts.</b>  <b>TA: 60 Minutes</b></p>	<p><b>Teachers can provide guidance and feedback to others concerning the quality of their assessment plans and their accomodation strategies.</b></p>	<p><b>Students have created a draft of their final project and are ready to give and receive constructive feedback.</b></p>

## Instructions

There are three parts to this learning activity.

**Part A: Create a poster (20 minutes)** on the 11 X 17 paper provided by the facilitator. This should provide details about your EL that you accomodated for in your unit plan, the Content and Language Objectives for the unit being assessed, and at least one authentic assessment with rubric or evaluation criteria (this can be your formal authentic assessment or one of your informal assessments) and one formal traditional test.

1. Use an 11"x17" blank sheet of paper to display your work.
2. Provide the title of the unit and the content and language objectives across the top of the page
3. On the top lefthand side of the page you will provide a profile of the EL you are accomodating for in this unit. You will use the questions from the [Inclusive Pedagogy Framework](#) to guide your narrative.
  - Begin by identifying who is your student.
  - Report their strengths and weaknesses in terms of their cognitive, linguistic, and affective assets.
  - Report the programs and practices that support their development and any classification of them (WIDA Levels, etc.)
  - Report your high expectations, the applicable knowledge based practices you use (in the plan and in your teaching)
  - Identify how you are holding yourself and the student accountable
  - Report on how you are attending to him/her in your planning teaching and assessing of the

student.

4. On the rest of the page attach the assessments you would like feedback on.

**Part B: Review and Critique.** Review the posters of other students in your class. This is a Gallery Walk. Begin with the posters of colleagues whose assessments target content or grade levels similar to yours.

1. Begin by scanning several posters.

2. Identify ones you would like to consider more carefully. Provide critique for as many posters as you can in the time provided but make certain you review **at least 3**.

3. Using post-it notes identify the strengths and weaknesses of the assessment plans. What follows are reminders for what you might respond to. Again remember to point out the things you feel are powerful and well-done as well as pointing to places for improvement.

- Use the [Assessment Literacy Chart](#) and comment on how the assessment is Useful, Meaningful, or Equitable.
- Comment on what you know about constructing rubrics or evaluating authentic assessments.
- Respond to issues from your learning about item writing.
- Identify issues with how the language learning and assessment of ELs is attended to.
- Evaluate their Content and Language objectives.

4. Remember they have time to redo, revamp, rework, gather more information about the student so be honest. This is helpful not punitive critique.

**Part C: Review the response.**

1. Review the response you received.

2. Take a few minutes to make notes about how you will adjust or strengthen your project based on the feedback received.



Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from [https://edtechbooks.org/diverse\\_assessment](https://edtechbooks.org/diverse_assessment)