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Please enjoy this complimentary excerpt from *Becoming an Assessment-Capable Visible Learner, Grades 6-12, Level 1: Classroom Pack* by Douglas Fisher, Nancy Frey, John Hattie, and Karen T. Flories.

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Asking the Right Questions to Get the Feedback You Need

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Overview

This lesson is set up to support students in asking the right questions to get the feedback that they need. There are prompts for students to use that will help them ask the right questions in terms of the feedback that they need. The goal is to equip students with the ability to ask for specific feedback rather than just say, “I need help.” In order for this action to become ingrained in students, the feedback question cards will need to be a routine component of learning.

Teacher Preparation

Students may need support in understanding how to use the feedback question cards; examples connected to their current class may be helpful. It is also important that the lesson selected for using these cards lend itself to students seeking feedback.

Teacher Planning Notes:



TIME:
10 minutes



ASSOCIATED INFLUENCE AND EFFECT SIZE:

Metacognitive strategies: **0.60**

Feedback: **0.70**

Seeking help from peers: **0.72**

Assessment-capable visible learners: **1.44**



RELATED TOOLS AND RESOURCES:

Feedback Question Cards

Feedback plays an enormous role in your learning, and seeking feedback is part of becoming an assessment-capable visible learner. Feedback can come from a variety of sources and in different ways. Feedback is much more than just going to the teacher for help. You can give yourself feedback through self-assessment or self-questioning, and you can also lean on your peers and teacher for feedback.

As a learner in this class, it is important not only that you seek feedback, but also that you are able to ask specifically for the type feedback you need. Today, we are going to practice asking for specific feedback by using Feedback Question Cards. The cards have two parts. First, there are questions to help you think about the feedback that you need. You don't necessarily have to write out an answer for each question, as much as you need to read and think about each one. Next, you generate a question to ask a peer or the teacher that is focused on the feedback that you are seeking.

Take a moment to review the Feedback Question Card below. This is one of the tools we will use in class throughout the year to support you in asking specific questions about feedback you need.



Feedback Question Card

FIRST Think about...

- Am I stuck? If so, where?
- Do I understand the success criteria?
- What have I gotten right so far?
- Where am I missing something?
- Am I close?
- Are the strategies I am using working? How do I know?

NEXT Identify your feedback question(s) and capture it below...

Before we get started on our own, let's look at a student example of a Feedback Question Card. The student's thinking is in *italics* and her question is in **bold**. Notice how specific the question is that the student created to ask a peer or the teacher. Instead of simply asking for help, the student's question is focused exactly on the information she needs so she can move forward in her learning.



Feedback Question Card

FIRST Think about...

- Am I stuck? If so, where?

I don't know how to get the body paragraphs started for my argumentative essay.

- Do I understand the success criteria?

I understand the rubric for the essay, I just don't know if my claims, counterclaims, and evidence belong in a certain order.

- What have I gotten right so far?

I know that I wrote my introductory paragraph correctly for my argumentative essay because we had to submit our draft for approval.

- Where am I missing something?

- Am I close?

- Are the strategies I am using working? How do I know?

I'm looking at the outline I made for my essay, but I'm still not sure how to structure my body paragraphs. I also reviewed the rubric, so I know I have what needs to go in the body paragraphs, but I'm still confused on the structure.

NEXT Identify your feedback question(s) and capture it below...

Is there a specific structure that I need to use to have my claims, counterclaims, and evidence appear in each of my body paragraphs for my argumentative essay?

Now let's try it out on our own with what we will be learning about today.



Feedback Question Card

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Teacher Talk

Have students open up to page 51 in their notebook.

Feedback plays an incredibly important role in your learning. Interestingly enough, a large majority of the feedback that students provide to each other is incorrect. Feedback is an area where across the board we all have opportunity to grow. Sometimes when students ask for feedback it comes in the form of, "I need help." What we are going to practice today, and in future learning experiences moving forward, is how to ask the right questions to get the feedback that we need. Take a look at page 51 in your Learner's Notebook.

Read the opening paragraphs of the lesson to the students. Ask them to look at the feedback question card and generate one question that comes to mind.

I want you to look at the feedback question card and generate one question that comes to mind.

Give students a minute to look at the card and generate their question. Then ask a few students to share their question. Use this as an opportunity to support understanding and expected use of the feedback question cards.

Let's take a look at the student example on page 52. This example models the type of thinking I want you to start to engage in. There are multiple thinking prompts available to you, and while you don't necessarily have to write a response for each one, I do want you to walk through each one in your head. You should be prepared to provide a response to all of them if prompted by a classmate or by me. Notice some of the thinking going on in response to the prompts in the student example.

Now let's look at the question that the student generated. Notice how it is specific and focused on where she is stuck in her learning.

If available, have the student example of the feedback question card projected for all students to see in addition to following along in their notebook. After reviewing the student example, inform students that they will be using the feedback question cards on pages 53 and 54 during their learning task today.

Today, we will be using the feedback question cards during our learning task.

(Describe the task and the skills that will support it.)

As you work on _____, I will be walking around the room. If you need feedback, complete one of your feedback question cards and move it to the edge of your desk for me to see.

Allow a couple minutes near the end of class for a class reflection on using the feedback question cards. Keep in mind that initial use of the cards may feel a little clunky, but as students become more versed in how to use them, they will also become more comfortable.

Thank you for practicing using our feedback question cards today. Would anyone be willing to share a reflection with the class on how it felt using them? Did they help? Why or why not?

Student Action

- Individual use of feedback question cards

Teacher Planning Notes:



Learn more about the book this lesson is from: <http://bit.ly/2pzo1B9>