

## 20.21 Literacy Feedback One-Pager

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| <p style="text-align: center;"><b>Before Giving Feedback</b></p> | <p style="text-align: center;"><b>Prepare for Feedback</b></p> <p><b>SAVE TIME FOR FEEDBACK, NOT JUST GRADING</b></p> <ul style="list-style-type: none"> <li>• Save time in your schedule (e.g. on a Friday) to provide genuine, written feedback. Choose which assignments (or parts of assignments) would be most valuable for your students, since <i>you cannot physically do this on all assignments.</i> <ul style="list-style-type: none"> <li>○ You should always provide feedback on the destination writing for a unit. It’s fine to rotate who gets detailed feedback on other assignments.</li> </ul> </li> <li>• Remember:           <ul style="list-style-type: none"> <li>○ Feedback ≠ Grading (feedback can be formative – on ET’s or single body paragraphs)</li> <li>○ Feedback ≠ Editing (it’s fine to target sentence-level errors, but feedback to thinking matters most)</li> </ul> </li> </ul> <p><b>SET GOALS</b></p> <ul style="list-style-type: none"> <li>• On each assignment, pause to ask the class: What type of writing is this (e.g. persuasive, expository, narrative, analytical, creative)?</li> <li>• Ask students to set and record short- or medium-term goals for their writing, leveraging past feedback.           <ul style="list-style-type: none"> <li>○ E.G. I will write a thesis that answers all parts of the prompt</li> </ul> </li> <li>• Ask students to name their goal when they submit assignments. Refresh yourself on these goals as you provide feedback. Growth feedback should focus on 1-2 topics.</li> </ul> |
|  | <p style="text-align: center;"><b>Deliver Dialogic Feedback</b></p>  |
| <p style="text-align: center;"><b>After Giving Feedback</b></p>  |  |