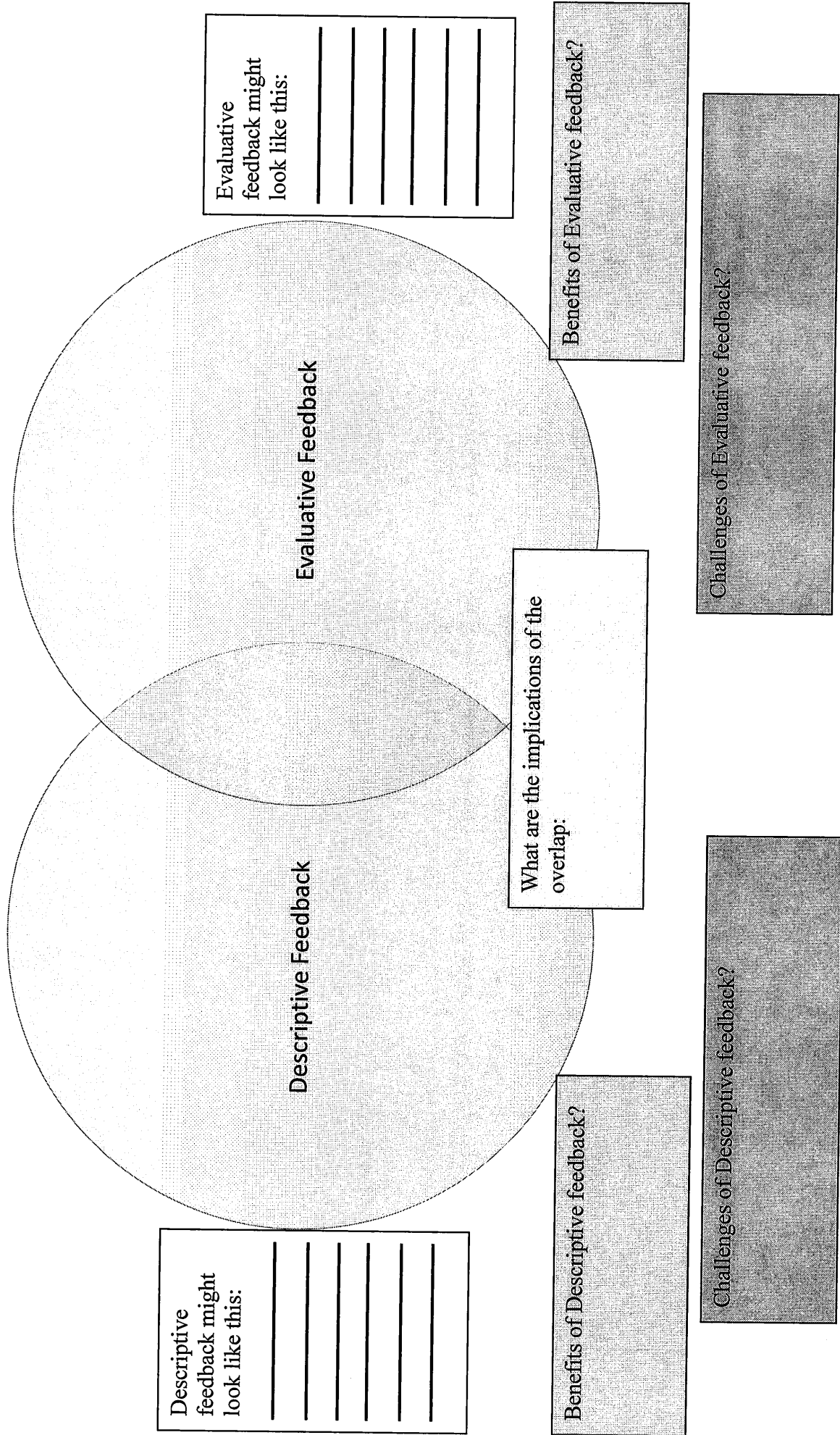


Chapter 2

C. This is a "biggie" concept so let's spend some time getting this whipped into shape.

**Compare and Contrast IN YOUR OWN WORDS the following:**

(Note: Your OWN words make you OWN the learning.)



## Descriptive Feedback

Descriptive feedback offers information about the work, product, or performance relative to the intended learning.

*Effective* descriptive feedback has the following characteristics:

- Is value neutral—avoids praise or blame
- Focuses on the intended learning
- Shows where the work is right or wrong and why
- Pinpoints strengths and identifies areas for improvement in terms of the intended learning
- Takes into account the amount of corrective information the learner can act on at one time
- Models the kind of thinking students will engage in when they self-assess
- Arrives in time to inform the learning
- Can be used by students to take action to improve
- Does not cause the learner to shut down

© 2007 Pearson Assessment Training Institute, Portland, OR

## Evaluative Feedback

Evaluative feedback sums up achievement and assigns a label. It expresses a judgment.

- Grades—A, B, C, D, F
- Letters—P for *proficient*, D for *developing*, B for *beginning*
- Numbers—4 for *exceeds standard*, 3 for *meets standard*, 2 for *approaching standard*, 1 for *does not meet standard*
- Words—Excellent, Good, Fair, Poor
- Other symbols—smiley faces, stars, pluses, checks, minuses, etc.
- Written comments—good work, needs work
- Stickers—Great Job! Awesome! Super!

Feedback that expresses approval or disapproval about the achievement or the student also falls into the category of evaluative feedback.

Evaluative feedback reflects current achievement status.

We often assign evaluative feedback to all work, even that which is for practice. Not only is this not necessary, it is in many instances counterproductive.