



# Establishing Effective and Successful Student-Led Feedback

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## Professional Background

- › 9th year of teaching (and I still LOVE it!)
- › 6th, 7th, and 8th grade Language Arts teacher at Rockwood South Middle School in Fenton, Missouri
- › Graduate of the MU Teaching Fellowship Program (2015)
- › 101.5 KPLA Apples for Teachers Golden Apple Award Nominee (2018-2019)
- › Jefferson City Public Schools Eisinger Teacher of the Year Nominee (2018-2019, 2019-2020)
- › Golden Apple Teacher Recognition Program Nominee (2020-2021)
- › Presenter at Association for Middle Level Education (AMLE) national conference (2022)

## Let's Hear from YOU!

- > Introduction (Name, Location, Role in Education)
- > What does student-led feedback mean to you? Why do you think student-led feedback is important to incorporate into your classroom and/or instructional practices?
- > Please respond to the two questions above by going to the following Padlet link:  
<https://padlet.com/englekristen/koens86823ezmxot>

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***"The most powerful single modification that enhances achievement is feedback."***

***- John Hattie***

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## Learning Objectives

- › Explain the benefits of utilizing student-led feedback in the classroom and its impact on student learning and achievement.
- › Define the components of the RISE model for meaningful feedback and describe how the RISE model ties in with Bloom's Taxonomy.
- › Provide examples of effective student-led feedback strategies to implement across multiple content areas.
- › Brainstorm ideas for integrating student-led feedback opportunities in the classroom to create meaningful learning experiences.

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## Benefits of Student-Led Feedback

- › Improves students' self-esteem/confidence
- › Positively impacts classroom culture
- › Reduces learning gap between higher and lower-achieving students
- › Values process of learning, not just the outcome of learning
- › Allows students to take ownership of their learning
- › Creates "win-win" learning situations for both the student receiving feedback and the student providing feedback
- › Improves and accelerates student achievement in learning

"Reframing Feedback to Improve Teaching and Learning - AITSL." *Spotlight*, Australian Institute for Teaching and School Leadership, [https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/feedback.pdf?sfvrsn=cb2eec3c\\_14](https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/feedback.pdf?sfvrsn=cb2eec3c_14).

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# Benefits of Student-Led Feedback (Continued)



"Student-Centered Assessment Video Suite." *Students at the Center*, 22 Aug. 2013, <https://studentsatthecenterhub.org/resource/student-centered-assessment-video-suite/>



"Hattie's Barometer of Influence - Infographic." *VISIBLE LEARNING*, 21 Jan. 2022, <https://visible-learning.org/2022/01/hatties-barometer-of-influence-infographic/>

# RISE Model

**RISE MODEL**

The RISE Model for Peer Feedback is a tool that structures and facilitates the giving and receiving of meaningful critiques.

By addressing a series of stems aligned with Bloom's Taxonomy, students are prompted to use higher order thinking skills in the delivery of constructive feedback to their peers.

Visit [www.risemodel.com](http://www.risemodel.com) for licensing and implementation information.

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**ELEVATE**  
Raise to a higher degree or purpose in FUTURE iterations  
**EXAMPLE STEMS:**  
*Perhaps you can expand this in X capacity to further address Y.  
Perhaps you can re-purpose X as Y for Z.*

**SUGGEST**  
Introduce ideas for improvement of CURRENT iteration  
**EXAMPLE STEMS:**  
*You might consider tweaking X for Y effect.  
You might want to include supporting information from X resource.*

**INQUIRE**  
Seek information and provide ideas through questioning  
**EXAMPLE STEMS:**  
*Have you considered looking at X from Y perspective?  
When you said X, am I understanding you to mean Y?*

**REFLECT**  
Recall, ponder, and articulate  
**EXAMPLE STEMS:**  
*I relate/consent/disagree with X because I.  
I liked what you did with X because I.*

Wray, Emily. "Peer-to-Peer." *RISE Model for Meaningful Feedback*, 2020, <https://www.risemodel.com/peer-to-peer>.

# RISE Model w/Bloom's Taxonomy

**RISE MODEL FOR MEANINGFUL FEEDBACK**

**RISE to the occasion**  
as you give meaningful feedback to your peers and colleagues

**Remembering**  
**Understanding**  
**Applying**  
**Analyzing**  
**Evaluating**  
**Creating**

**Reflect**  
Recall, ponder, and communicate  
**EX:** "I relate/consent/disagree with X because..." OR  
"I liked what you did with X because..."

**Inquire**  
Seek information and/or provide ideas through questioning  
**EX:** "Have you considered looking at X from Y perspective?" OR  
"When you said X, am I understanding you to mean XY?"

**Suggest**  
Introduce ideas for improvement of current iteration  
**EX:** "You might consider tweaking X for Y effect" OR  
"You might want to include supporting information from X resource - Here's a link"

**Elevate**  
Raise to a higher degree or purpose in FUTURE iterations  
**EX:** "Perhaps you can expand this in X capacity to further address Y" OR  
"Perhaps you can re-purpose X as Y for Z"

ADAPTED FROM BLOOM'S TAXONOMY | RISE MODEL - Copyright © 2018 Emily Wray | www.risemodel.com

"Setting the Stage for Meaningful Peer-to-Peer Feedback." *Teach Online*, Arizona State University, 30 Sept. 2016, <https://teachonline.asu.edu/2013/09/setting-stage-meaningful-peer-peer-feedback/>.

## Strategies for Establishing Effective and Successful Student-Led Feedback

- > Model the process
  - > Instead of just telling students to give feedback, show them how to give feedback
  - > Sentence starters
- > Be intentional about providing multiple opportunities for students to practice giving feedback to their peers
- > Be specific in students' expectations when giving feedback to peers
- > Follow Up/Share Time
  - > Giving feedback on students' feedback to their peers
  - > Celebrate successes of student-led feedback!

Marzano, Robert J., et al. *Classroom Instruction That Works : Research-Based Strategies for Increasing Student Achievement*. Association For Supervision And Curriculum Development, 2001.

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## Student-Led Feedback Examples - English Language Arts

- Short Story Peer Feedback Checklist
- Peer Editing/Revision Gallery Tour
- Research Project Virtual Gallery Walk

Special thanks to Haylee Anderson, English teacher at Nixa High School, for her contribution and sharing the "Short Story Peer Feedback Checklist" resource with me!

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## Student-Led Feedback Example - Social Studies/History



Collaborative, The Core. "HS Students Model Peer Assessment in World History." *The-Core*, 7 Aug. 2019, [www.thecorecollaborative.com/post/hs-students-model-peer-assessment-in-world-history](http://www.thecorecollaborative.com/post/hs-students-model-peer-assessment-in-world-history).

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## Student-Led Feedback Examples - Science

### Accountable Language Stems - Feedback

**✓ Helpful Feedback**

I appreciate your color key. It would be clearer if you showed how the electron dots move using small arrows.

You wrote the glass bead helps move energy. We disagree.

Go look at the Conductor or Insulator poster we made.

We can see you're thinking about the acid and metal inside the battery, but how does that reaction help the electric energy bump?

I agree that you said wire is a conductor. But you could add more about WHY it is a conductor. Add something about "free electrons"!

**✗ Nice, But Not Helpful**

Your diagram is amazing. We love it! You did a great job! Nice work!

Your diagram has lots of colors! I really like your science drawing.

Your handwriting is really pretty. You wrote a lot. You must know a lot about science!

Duell, J. *Accountable Language Stems - Feedback*. [www.duellingwithscience.com/\\_files/uqd/2c489c\\_92bc24201dfe422a8fc08b17ac6448b1.pdf](http://www.duellingwithscience.com/_files/uqd/2c489c_92bc24201dfe422a8fc08b17ac6448b1.pdf). Accessed 6 Mar. 2022.

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# Student-Led Feedback Examples - Science (Continued)


- › Color coding Post-It Notes based on type of feedback given to provide variety of feedback

Agreement	Questions I Have	Needs Improvement
<ul style="list-style-type: none"> <li>▶ "I also have (had) _____ because _____."</li> <li>▶ "I liked _____ and will add it to my model because _____."</li> <li>▶ "I agree with _____; but on the other hand, _____."</li> <li>▶ "I appreciate how you _____. It would be clearer if you added _____."</li> </ul>	<ul style="list-style-type: none"> <li>▶ "What do you mean by _____?"</li> <li>▶ "I'm not sure what _____ means/shows."</li> <li>▶ "I was wondering _____."</li> <li>▶ "How does the reader/viewer know _____?"</li> <li>▶ "Can you tell me more about _____?"</li> <li>▶ "What's your evidence?"</li> <li>▶ "I was thinking about what _____ said, and thought that _____."</li> <li>▶ "Did you consider _____?"</li> </ul>	<ul style="list-style-type: none"> <li>▶ "I see you're thinking about _____. Do you think you should add _____?"</li> <li>▶ "From the activities, we learned that _____. We disagree and think you should change _____ because _____."</li> <li>▶ "We agree that _____. But you could add evidence about _____."</li> <li>▶ "I am confused about _____ means. Adding _____ might make it easier to understand"</li> </ul>

Duell, J. *Accountable Language Stems -Feedback*. [www.duellingwithscience.com/\\_files/uqd/2c489c\\_92bc24201dfe422a8fc08b17ac6448b1.pdf](http://www.duellingwithscience.com/_files/uqd/2c489c_92bc24201dfe422a8fc08b17ac6448b1.pdf). Accessed 6 Mar. 2022.


# Student-Led Feedback Examples - Science (Continued)

Peer Feedback tools scaffold the kinds of feedback students provide and help them reflect on its value. For instance, the Explainer/Questioner Protocol (Figure 1) positions students in alternating explaining and questioning roles and asks students to record the "best questions" that helped them improve models. The Level of Explanation Tool (Figure 2) asks students to provide each other with feedback on how their models address key components of an explanation for why fireworks are different colors.



**Explainer:**

Explain your model to your partner.




**Questioner:**

Restate what you heard your partner say.

Ask your partner questions so they can add on to their model. Write the two best questions that **you asked your partner:**

\_\_\_\_\_?


\_\_\_\_\_?



**Explainer:**


Respond the best you can to your partner's questions.

**SWITCH ROLES**



**Explainer:**

Explain your model to your partner.




**Questioner:**

Restate what you heard your partner say.

Ask your partner questions so they can add on to their model. Write the two best questions that **your partner asked you:**

\_\_\_\_\_?

\_\_\_\_\_?



**Explainer:**

Respond the best you can to your partner's questions.

Figure 1. Explainer/Questioner Protocol for Peer Feedback, example from Jacob Parikh at Chinook Middle School.

5 – Ambitious Science Teaching © 2018



# Feedback Examples - Science (Continued)

**Peer Reviewer:**

**Level of Explanation: Check off 2 of the following**

- How does the energy transform within the atom?
- Why do the electrons become excited and then come back?
- Why do different electrons give off different colors?
- Why does the energy change to light energy?
- Why does the flame color look different from the spectra?

**Peer Reviewer Feedback: (key concepts)**

Use at least 1-2 of the sentence starters below:

- Your explanation on \_\_\_\_\_ was at [What/How/Why] level because you [explained/showed/predicted/described] \_\_\_\_\_. You can [add to/fix this] by \_\_\_\_\_.
- Your explanation/model showed you can describe the “unobservable” processes because you \_\_\_\_\_. You can make it even better by \_\_\_\_\_.

*Figure 2. Level of Explanation Tool for Peer Feedback, example from Health Sciences & Human Services High School.*

Richards, Jennifer, et al. *Network Science Teaching Practice #2: Deepening Written Scientific Explanations and Models through Peer Feedback*. Ambitious Science Teaching, 2018, [www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf](http://www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf).

# Student-Led Feedback Examples - Science (Continued)

**Giving Feedback – Making Each Other’s Explanations Better**

**LISTEN** to the group’s explanation and **LOOK OVER** their whiteboard. Write down key ideas about their explanation (claims, evidence, reasoning, connections):

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**ASK** questions. You may ask the other group’s representative clarifying questions. You will also need to identify **some** questions the other group needs to answer in their explanation:

If...	... THEN ASK...
You don’t understand the claim...	“What is the claim you are trying to make?”
You are not sure what the evidence is...	“What evidence do you have to support that?”
You are not sure how the evidence supports the claim...	“How does your evidence support your claim?” OR “What is the connection between your claim and your evidence?”
You think the group only explained part of the question...	“You explained _____, how can you tell me how you would explain _____?”
You disagree with all or part of the explanation...	“How can _____ address [reconciling ideas]?”
You are not sure how their explanation connects to other science ideas...	“How does this connect to what we learned about _____?”

**DISCUSS FEEDBACK** with your group. What parts of the explanation you have heard and looked at still leave you with the most questions how and why evidence supports this explanation?

**CHECK FEEDBACK:** Based on your group discussion, decide which are the 2-3 questions the other group should answer to make their explanation stronger. Enter these questions in the box below. Leave this sheet for the other group to review.

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Richards, Jennifer, et al. *Network Science Teaching Practice #2: Deepening Written Scientific Explanations and Models through Peer Feedback*. Ambitious Science Teaching, 2018, [www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf](http://www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf).

# Student-Led Feedback Examples - Science (Continued)

Peer Feedback Sheet      Reviewer: \_\_\_\_\_      Reviewee: \_\_\_\_\_

	<b>Beginning</b>	<b>Approaching</b>	<b>Meeting</b>
Criteria	"What" explanation Describes <b>what</b> is happening - things you can see or observe. May refer to observations or activities.	"How" explanation In addition to describing what happens, focuses on processes - <b>how</b> something happens. Starts to include things you can't see and to use supporting evidence.	"Why" explanation In addition to describing what happens and how, explains <b>why</b> something happens or works the way it does. Includes chains of causes and effects and uses science principles. Justifies with supporting evidence.
Indicators for this Unit	(Adaptable based on your phenomenon... include as a checklist?)		
	Evidence for what level... (Have students use direct quotes?)	Evidence for how level...	Evidence for why level...
What questions do you have about the explanation? (At least 1-2.)		Do you have any counter evidence that challenges part of the explanation?	

Richards, Jennifer, et al. *Network Science Teaching Practice #2: Deepening Written Scientific Explanations and Models through Peer Feedback*. Ambitious Science Teaching, 2018, [www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf](http://www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf).

# Student-Led Feedback Examples - Science (Continued)

What do you like most about the explanation?	What suggestions would you make for improvement?

I think \_\_\_\_\_ should receive a score of \_\_\_\_\_ on this explanation because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Richards, Jennifer, et al. *Network Science Teaching Practice #2: Deepening Written Scientific Explanations and Models through Peer Feedback*. Ambitious Science Teaching, 2018, [www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf](http://www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf).

# Student-Led Feedback Example - Math

What would happen if...?	Your strategy reminds me of...
I hear you say that...	I know my answer is correct because...
How did you...?	I know a different way...
I agree/disagree with you because...	My strategy was...



"Facilitating 4th Grade Peer Feedback on Mathematics." *Professional Learning and Community Education (PLACE)*, University of Wisconsin-Madison, 20 June 2019, [place.education.wisc.edu/blog/facilitating-4th-grade-peer-feedback-on-mathematics/](http://place.education.wisc.edu/blog/facilitating-4th-grade-peer-feedback-on-mathematics/).

# Student-Led Feedback Example - Art Classroom

**T A G Peer Review GOAL SETTING**

**T**ell the artist something you like

**A**sk the artist a question

**G**ive the artist a suggestion

My Goal (based on TAG review feedback):  
I will \_\_\_\_\_

Steps to achieve goal:  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

"The students critique each other's artwork midway through the creation process. They use what is called a T.A.G. sheet. This is a great way to allow the student to give and receive peer feedback that they can apply to their work."

"Feedback is vital in the art classroom because it is what helps us improve as artists. We would never grow and improve in our art making process. Feedback is healthy peer to peer critique and deepens understanding and skill in the students growth in the creation of their work and in their thinking process."

Special thanks to Ashley Harper, art teacher at Rockwood South Middle School, for her contribution and sharing this resource with me!

## Student-Led Feedback Example - Art Classroom (Continued)

**PEER FEEDBACK:**  
**Fill-in-the-Blank**

Peer feedback can be difficult for some students if they are not given prompts to follow. Use this mini feedback form to assist students with providing clear, descriptive and relevant feedback. Younger students may benefit from the prompts being read aloud to them and then discussing orally with a partner.

Artist's Name:	Peer Reviewer's Name:
The best part of your artwork so far is...	
Can you tell me how you...	
One thing you may want to change...	
Your artwork makes me think of...	

FORMATIVE ASSESSMENTS Peer Feedback Methods Student Self-Reflection Prompts Exit Slips Critique Guides Foundation Worksheets Teacher-Student Conference Guide  
 SUMMATIVE ASSESSMENTS Self-Assessment Checklists Student Observation Checklist Self-Assessment Rubric Artist Statement Template and Guide the ULTIMATE GUIDE  
[uploads.theartofeducation.edu/2016/03/Ultimate-Assessment-Guide.pdf](https://uploads.theartofeducation.edu/2016/03/Ultimate-Assessment-Guide.pdf), Accessed 7 Mar. 2022.

## Student-Led Feedback Example - Theatre Classroom

### Possible Topics to Give Feedback On:

- Is monologue memorized?
- Does the monologue portray a strong character?
- Are movements present and intentional/purposeful in monologue?
- Is performance committed and focused?
- Does my partner use voice fluctuation in their monologue?

**Peer Evaluation Modelling Sheet**  
 Package: Presentation  
 Name:  
 Title:

In your audience, what monologue was the hardest to watch/listen to?

What are I looking for in this monologue?

- 
- 
- 
- 

What did my partner do?

- 
- 
- 
- 

What can my partner remember for next time?

- 
- 
- 
- 

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Price, Lindsay. "Peer Evaluation (or 'No, You Can't Say Jimmy Sucks.')." *The Theatrefolk Blog*, 9 Mar. 2015, [www.theatrefolk.com/blog/peer-evaluation/](http://www.theatrefolk.com/blog/peer-evaluation/).

## Student-Led Feedback Example - Speeches/Presentations

<b>Warm feedback</b> "I really like how you..." "You did a great job at..." "It was clear that you worked hard on..." "It was really interesting when you..."	<b>Cool feedback</b> "You may want to consider..." "I noticed that you...." "It may be more useful to..." "Have you thought about..." "It was unclear to me when you..."
<b>Look For:</b> <b>Pace</b> - How Fast or Slow <b>Emphasis</b> - Stressing important words <b>Diction</b> - Speaking Clearly <b>Tone</b> - The emotion <b>Volume</b> - Loud or soft	<b>Look For:</b> <b>Posture</b> - Standing straight <b>Presence</b> - The speaker's energy <b>Eye Contact</b> - Looking at audience <b>Gestures</b> - Uses motions or body movements

"Warm and Cool Feedback." *Fords Theatre*,  
[www.fords.org/for-teachers/teaching-oratory/warm-and-cool-feedback/](http://www.fords.org/for-teachers/teaching-oratory/warm-and-cool-feedback/)

Special thanks to Jennifer Stockdell,  
 social studies teacher at Bridger Middle  
 School, for her contribution and sharing  
 this resource with me!

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## Collaboration Time!

1. With a partner or a small group (preferably no more than four people in a group), discuss ideas and share resources for incorporating student-led feedback into your classroom
2. Please place your ideas/resources in this Padlet:  
<https://padlet.com/englekristen/koens86823ezmxot>
3. When finished, please comment and give specific feedback using sentence starters discussed in this presentation on at least one other partnership's/group's idea/resource that they shared in the Padlet.

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# THANKS!

**Feedback form:** <https://forms.gle/PLAPzRZMF2WG9Hjh9>

**Any other questions?**

Feel free to contact me!

**Twitter:** @MsEngleTeach

**Email:** englekristen@rsdmo.org

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## Credits

Special thanks to all the people who made and released these awesome resources for free:

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