

Taking on the Tough Guys: Homework, Grading and Feedback

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Which "tough guy" (homework, grading, feedback) is the toughest for you and why?

How did homework impact you as a learner?

What are reasons teachers (you) give homework?

Let's look a little closer at homework:

The Homework Myth
Alfie Kohn

The End of Homework
Etta Kralovec and John Buell

Are Kids Like Vending Machines?
Alfie Kohn video
<http://www.youtube.com/watch?v=hS3m1ocWhhw>

Classroom Instruction That Works
Robert Marzano
http://www.marzanoresearch.com/about/about_dr_marzano.aspx

1. Avoid assigning homework simply as a matter of routine
2. Students need to understand the purpose of homework
3. The purpose of homework should be to enhance the essential learning goals
4. Homework assignments should be appropriate for the learning goals being addressed

What's your reaction?

The flipped classroom:

Caitlin Tucker-Blended Learning & Technology in the Classroom blog

Flipped classroom: Beyond the videos

Posted on April 30, 2012

<http://catlintucker.com/2012/04/flipped-classroom-beyond-the-videos/>

Suggests flipping class from consumables to "produceables"

Bloom's digital taxonomy

<http://zaidlearn.blogspot.com/2012/10/a-juicy-collection-of-blooms-digital.html>

"Lead with culture, the rest will follow" - Donna Clementi
Move from unit on reflexive verbs (daily routine) to use of water around the world

Wendy Brownell blog [senorab1972@wordpress.com](http://senorab1972.wordpress.com)

Ideas to build upon typical level one themes

House Unit becomes Recycling/ Water & Energy Use

Free Time becomes Community Involvement

Describing people becomes the cultural context of Mexico's Lucha Libre; Describe families found in art

Support the Common Core with informational text

How can you rework ASAP a typical unit on food, parties, shopping, pastimes, etc.?
TOPIC:
A uthenticity
S tructure
A ccountability
P ersonal Expression

Providing Feedback

If you give homework, what kind do you find is most effective? How do you know?

Share your ideas: https://docs.google.com/document/d/1yWGNtEQYqg9o7YP76qwc5vu_cAr4hwE08xkAaWIMFC-l/edit?usp=sharing

Visible Learning for Teachers

John Hattie

Feedback is meant to reduce the gap between where a student 'is' and where he or she is 'meant to be'

-Sadler 1989

For feedback to be effective, students need:

- (1) an understanding of the goal
- (2) evidence about their present position in relation to the goal
- (3) guidance on how to close the gap

ACTFL Proficiency Guidelines

<http://actflproficiencyguidelines2012.org/>

Creative Language Classroom

creativelanguageclass.wordpress.com

wall timeline

"I can" statements"

The most effective feedback techniques require students to reflect on their language use and make attempts to repair their errors.

Lyster and Ranta (1997)

Three outcomes when we try something new:

Success

Fail well

Fail poorly

Abraham Lincoln and failure

Michael Jordan on Failure <http://www.youtube.com/watch?v=45mMioJ5szc>

How do you create an environment where learning is "cool"?

Share your ideas: https://docs.google.com/document/d/1yWGNtEQYqg9o7YP76qwc5vu_cAr4hwE08xkAaWIMFC-/edit?usp=sharing

Teacher provided feedback

Give less descriptive feedback and more evaluative feedback

Descriptive--Gold Star! / Nice handwriting / Very Neat!

Evaluative gives students prompts--Use the conditional / I like how you did this; now how could you add to that in the next line or paragraph?

Effective feedback: Assessment for learning in practice

assessment.tki.org.nz/content/download/.../Effective+feedback.ppt

Give wait time to allow students to correct their own errors

Feedback stations where students meet with teacher in a small group for face to face discussion of a work in progress

Student generated feedback

Language facilitator-"expert" trained to look at one or two items with peers

Creative Language Classroom use of feedback cards

"I can" statements

Grading

Kim Huegerich, SBG in the World Language Classroom

<https://www.youtube.com/watch?v=gxxhNfsupel>

Making Standards Based Grading Work In Your World Language Classroom

Kim Lackey, Denise Pahl, Jenni Highfill, Rockwood Schools, St. Louis, Missouri

A Repair Kit for Grading: 15 Fixes for Broken Grades by Ken O'Connor

Douglas B. Reeves, "The Case Against the Zero," Phi Delta Kappan,

Vol. 86, No. 4, December 2004, pp. 324-325.

What "muddies" the grading system in your school/district? in your classroom?

Remember: The real purpose of assessment is to give the teacher feedback on where students are, who did well or poorly, and guidance on where to go next.

GIVE ONE	GET ONE