Artefact [m]: Direct feedback relationship between teacher, student

Wednesday, 31 August 2022 3:00 PM

Teaching context specific to this artefact

Date range of evidence	School(s)	My Role(s)	Year Level(s)/Learning area(s)/Subject(s)
2021	Applicant's State High School	Project coordinator/ Geography teacher	Year 8 Geography.

Annotation to support this evidence set

3.7

In 2021, I organised a meeting to work with the Yr.8 team on evaluating the student drafting checklist, focusing on including parents/carers to be involved in the assessment checkpoints **(L: Email to team & teachers' comments)** as the previous iteration was solely focused on teacher feedback **(F: Field report, last page).** As a result, colleagues and myself **(M: Exemplar of feedback)** were able to use this process to give parents the opportunity to be involved in their child's drafting, allowing them to provide feedback and open discussion about the progress of their child's work before submission **(M: exemplar, parents feedback on page 2&4).**

Assessor note - This artefact has been included as an evidence sample for descriptor 5.5. However, the applicant has also annotated it for the other descriptors on this page.

5.2

A method of targeted and timely feedback that I used was the drafting checklist; this proforma allowed direct feedback on their needs to improve final submissions **(M: Exemplar of direct feedback)** well before the due date **(M: Due deadline against teacher signature on M: Exemplars).** Improvements to the checklist in 2021 included a peer review section **(M: Exemplar)** and parent feedback **(M: Parents using the feedback)** allowing for students to receive targeted feedback in three formats before final submission.

5.5

Through working with colleagues to evaluate the drafting checklist (initially designed to enable students to provide peer feedback) to include a parent/carers section **(L: Yr.8 teaching team comments)**, we were able to incorporate a parent area with simplified language and signature requirement to allow parents/carers access to their child's assessment progress **(M: exemplar of feedback).** The resulting parent responses **(M: Exemplar p2&4)** highlights this form of reporting as informative for parents in understanding their child's level of achievement prior to submission.

Evidence

Exemplar of direct feedback given to students and due deadline

Student Peer and ... Context: My feedback to students and parents involvement in the process.	

3m Student Peer and Parent draft feedback exemplar

Geography Field Report

Title Page
- Title - what was being investigated
- your name and teacher's name

Table of contents
- all titles and subtitles in your report and their respective page numbers

Introduction
- the topic and aim of the report
- refer to the inquiry question
- use a map to identify the location

Methods of Research
- describe and explain how the data was collected e.g. *primary data was collected during a field trip.*
  - include an description of methods used. E.g. *dissolved oxygen levels were collected using a probe.*

Statement of Findings
- define and describe the location and state the main issues and points related to the site.
- Analyse the current situation of the site – what are the causes and effects?
- The findings must be based on your research and use this evidence to support your points.

Evaluation and Decision Making
- Outline two (2) viable options for the future management of the site.
  - Describe what each option would entail
  - Include diagrams and maps
- Evaluate the pros and cons of the proposed options using economic, environmental and social criteria.

Recommendations
- Make a justified decision on which option would be the most appropriate solution for the site.
- The recommendations must be based on your evaluation (pros and cons) of the viable options.
- Use your data/research and your evaluation to justify your decision.

Conclusion
- Summarise the topic and the outcomes of the report (one paragraph and NO NEW KNOWLEDGE)

Appendix
- Include any additional data and research that you did not use directly in your report but is relevant. E.g. field booklet

Bibliography/Acknowledgements
- An alphabetical list (by author) of the sources you used in your report. Geography uses Harvard style

Values of your Geographic Analysis - Feedback [redacted]

CLARITY:	YES	Not YET...	Teacher Comment
Does your contents page display all of the sections of your report and their correct page numbers?	☐	☑	Still have template errors
Have you clearly labelled your diagrams and referred to them to make your arguments clear?	☐	☑	lots of Diagrams not referred too, just floating.
Have you written your paragraphs in clear TEEL format?	☑	☐	
Have you written in third person? *E.g. No, "I, me, we, you etc".*	☑	☐	
Are your examples useful and relevant? (appropriate evidence)	☑	☐	
Have you used subject specific vocabulary (definition list) and identified and explained key terms?	☐	☑	Need to ensure expert language IS Consistent
ACCURACY:	☒	☒	
Have you acknowledged limitations of data collection process and understanding? E.g. has water been sitting out of creek before temperature test? *E.g. Accuracy of cross section measurements.*	☐	☑	
Have you precisely represented the ideas of others in your work *and referenced* their ideas? *E.g Harvard or APA*	☑	☐	
Have you used *data* to justify your conclusions? E.g. No rain has occurred in the creek for over six months. As such, the resulting turbidity when collected was...	☑	☐	
PRECISION:	☒	☒	
Have you identified and explained the criteria you will be using to evaluate the alternative options?	☐	☐	→ have you set your lens parameters, ~~EES~~, social and etc
Are the similarities and differences of the alternative future options stated clearly (perhaps a table/matrix might help)?	☑	☐	
Have you included any calculations used to evaluate the options (e.g. costs, time etc.)?	☑	☐	
Is there any research that substantiates your claims? If so, have you referenced it?	☑	☐	
RELEVANCE:	☒	☒	
Have you focused on the topic ~~of the report? E.g.~~ [redacted] Creek. Have you included relevant research about the current and past condition of the site?	☐	☑	→ missing
Can you identify why the information you have researched is relevant? How does it reinforce the outcome of the experiment? If not, do not include it!	☑	☐	
Have you identified why this topic is important?	☑	☐	
Is your language choice expository? E.g. present only unbiased facts and no opinion.	☑	☐	
SIGNIFICANCE:	☒	☒	
Have you analysed your field data and research and explained how they are important to the research question/inquiry?	☑	☐	
Have you directly linked your evidence to your claim or statements?		✓	
DEPTH:	☒	☒	
Have you identified errors and issues with the data collection and research? E.g. has all the data/information been found? Is a small section of the creek is enough to judge the health.	☐	☑	Remember your data in findings can be used to show over time changes in your strategies
Have you used justified broad generalizations about health of the creek to reach a decision about managing the creek in the future?	☐	☑	
Are your recommendations geared to improve future outcomes of the creek? If so, why/how?	☑	☐	
BREADTH:	☒	☒	
Have you sought out the expertise of others? This could be through the findings of other class groups or academics/council sites on the internet but make sure you reference other people's work.	☑	☐	
COHERENCE (LOGIC):	☒	☒	
Have you developed and outlined your ideas in a logical order?	☑	☐	
Have you used transition phrases to identify logical progressions? E.g. when you wish to add information or reinforce ideas you could say; in addition, comparatively, furthermore etc. When you want to link evidence that opposes an argument you could use; in contrast, however, conversely.	☐	☑	→ lots of your ideas are competing for space, tie them together.
Does the analysis of your field data (including tables, sketches and photos etc) and research support your conclusion? E.g. Does all the information you have presented support your management option/future recommendations?	☐	☐	
Have you evaluated your options thoroughly through the lens of each of the criteria? E.g. Economic, social, environmental.	☑	☐	Be sure to back with specifics. Also your costs are vague.
Have identified issues of credibility? Are there any sources of information that may not be what they seem? e.g. bias	☐	☑	
Have you used data from your field report to justify your statements/claims?	☐	☑	lots of claims that aren't proven.

15/10/21

Parent Drafting Feedback

CLARITY:	YES	Not YET...	Parent Comment
Has student read out aloud the piece to you and fixed any noticeable mistakes?	☑	☐	
ACCURACY:	☒	☒	
Are conclusions made with the backing of data collected from the creek? *E.g. turbidity, dissolved oxygen, the erosion or cross section data?*	☑	☐	
PRECISION:	☒	☒	
Are the two management strategies evenly presented with the backing of research and justification (not a lopsided or unbalanced options set)	☑	☐	
RELEVANCE:	☒	☒	
Is the data used to back opinions current or show continuity (progress over time) and is the data used to show the importance of the topic (helping the creek)	☐	☐	
SIGNIFICANCE:	☒	☒	
With any major claim has the student identified and explained the significance. *E.g. evidence presented and then explained.*	☐	☑	~~Evidence~~ Reasons needed for advantages of strengthening riparian zone.
DEPTH:	☒	☒	
Is the recommendation of the report not only clear but also backed by data and evidence over opinion? E.g. *No I think????*		✓	
BREADTH:	☒	☒	
Within the report are complex ideas attributed and acknowledged to the intellectual owner? Sources	☑	☐	
COHERENCE (LOGIC):	☒	☒	
Does the report make logical sense to read? Are there any vague ideas or discrepancies in the field report?	☐	☑	Some statements in conclusion could be expanded upon.
Would you agree with the students report based on their presentation, analysis and conclusion?	☑	☐	

Parent Signature [redacted] *Date:* 25-10-21

Peer Assessment

- Was the report of your peer clear, consistent and based upon logical evidence throughout the piece?

  1-disagree 2-somewhat disagree 3-netural/unsure 4-somewhat agree 5-agree

- Were major points and ideas backed by expertise of outside authors and organisations?

  1-disagree 2-somewhat disagree 3-netural/unsure 4-somewhat agree 5-agree

- To what extent was your peer field report clearly communicate the problem, research and outcome.

  1-disagree 2-somewhat disagree 3-netural/unsure 4-somewhat agree 5-agree

- Was your peers final management strategy recommendation clearly communicated with the backing of data, appropriate evidence and strong justification?

  1-disagree 2-somewhat disagree 3-netural/unsure 4-somewhat agree 5-agree

Additional comments: I thought it was great

Student Signature: [redacted]

Geography Field Report

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- Analyse the current situation of the site – what are the causes and effects?
- The findings must be based on your research and use this evidence to support your points.

Evaluation and Decision Making

- Outline two (2) viable options for the future management of the site.
  - Describe what each option would entail
  - Include diagrams and maps
- Evaluate the pros and cons of the proposed options using economic, environmental and social criteria.

Recommendations

- Make a justified decision on which option would be the most appropriate solution for the site.
- The recommendations must be based on your evaluation (pros and cons) of the viable options.
- Use your data/research and your evaluation to justify your decision.

Conclusion

- Summarise the topic and the outcomes of the report (one paragraph and NO NEW KNOWLEDGE)

Appendix

- Include any additional data and research that you did not use directly in your report but is relevant. E.g. field booklet

Bibliography/Acknowledgements

- An alphabetical list (by author) of the sources you used in your report. Geography uses Harvard style

Values of your Geographic Analysis - Feedback [redacted]

Good

CLARITY:	YES	Not YET...	Teacher Comment
Does your contents page display all of the sections of your report and their correct page numbers?	☑	☐	
Have you clearly labelled your diagrams and referred to them to make your arguments clear?	☑	☐	Well done!
Have you written your paragraphs in clear TEEL format?	☑	☐	
Have you written in third person? *E.g. No, "I, me, we, you etc".*	☑	☐	
Are your examples useful and relevant? (appropriate evidence)	☑	☐	
Have you used subject specific vocabulary (definition list) and identified and explained key terms?	☑	☐	
ACCURACY:	☒	☒	
Have you acknowledged limitations of data collection process and understanding? E.g. has water been sitting out of creek before temperature test? *E.g. Accuracy of cross section measurements.*	☑	☐	
Have you precisely represented the ideas of others in your work *and referenced* their ideas? *E.g Harvard or APA*	☐	☐	Strong use of Referencing.
Have you used *data* to justify your conclusions? E.g. No rain has occurred in the creek for over six months. As such, the resulting turbidity when collected was...	☐	☑	Statement of Findings was firmly planted in water quality
PRECISION:	☒	☒	
Have you identified and explained the criteria you will be using to evaluate the alternative options?	☑	☐	Needs to be stronger across the board.
Are the similarities and differences of the alternative future options stated clearly (perhaps a table/matrix might help)?	☐	☐	Could Reference your ideas to Improve.
Have you included any calculations used to evaluate the options (e.g. costs, time etc.)?	☐	☐	Wide range of costs
Is there any research that substantiates your claims? If so, have you referenced it?	☑	☐	Strong list of references.
RELEVANCE:	☒	☒	
Have you focused on the topic of the report? E.g. [redacted] Creek. Have you included relevant research about the current and past condition of the site?	☐	☑	Not a clear indication of past land use.
Can you identify why the information you have researched is relevant? How does it reinforce the outcome of the experiment? If not, do not include it!	☑	☐	I liked the case study, more like that
Have you identified why this topic is important?	☑	☐	Yes, however not entirely shown relevance to [redacted]
Is your language choice expository? E.g. present only unbiased facts and no opinion.	☑	☐	
SIGNIFICANCE:	☒	☒	
Have you analysed your field data and research and explained how they are important to the research question/inquiry?	☑	☐	
Have you directly linked your evidence to your claim or statements?	✓		Strong and consistently done.
DEPTH:	☒	☒	
Have you identified errors and issues with the data collection and research? E.g. has all the data/information been found? Is a small section of the creek is enough to judge the health.	☐	☑	
Have you used justified broad generalizations about health of the creek to reach a decision about managing the creek in the future?	☑	☐	
Are your recommendations geared to improve future outcomes of the creek? If so, why/how?	☑	☐	I would use case study to start recommendation.
BREADTH:	☒	☒	
Have you sought out the expertise of others? This could be through the findings of other class groups or academics/council sites on the internet but make sure you reference other people's work.	☑	☐	A great spread of referenced experts
COHERENCE (LOGIC):	☒	☒	
Have you developed and outlined your ideas in a logical order?	☑	☐	
Have you used transition phrases to identify logical progressions? E.g. when you wish to add information or reinforce ideas you could say; in addition, comparatively, furthermore etc. When you want to link evidence that opposes an argument you could use; in contrast, however, conversely.	☑	☑	Need variation of words to improve.
Does the analysis of your field data (including tables, sketches and photos etc) and research support your conclusion? E.g. Does all the information you have presented support your management option/future recommendations?	☑	☐	
Have you evaluated your options thoroughly through the lens of each of the criteria? E.g. Economic, social, environmental.	☐	☑	Too focused on the math or costings.
Have identified issues of credibility? Are there any sources of information that may not be what they seem? e.g. bias	☐	☑	Sometimes your references are a little dated.
Have you used data from your field report to justify your statements/claims?	☑	☐	

15/10/21

Parent Drafting Feedback

CLARITY:	YES	Not YET...	Parent Comment
Has student read out aloud the piece to you and fixed any noticeable mistakes?	☑	☐	Minor wording, grammar & order issues corrected.
ACCURACY:	☒	☒	
Are conclusions made with the backing of data collected from the creek? *E.g. turbidity, dissolved oxygen, the erosion or cross section data?*	☑	☐	Data collected is discussed and interpreted.
PRECISION:	☒	☒	
Are the two management strategies evenly presented with the backing of research and justification (not a lopsided or unbalanced options set)	☑	☐	Both strategies outlined with references.
RELEVANCE:	☒	☒	
Is the data used to back opinions current or show continuity (progress over time) and is the data used to show the importance of the topic (helping the creek)	☑	☐	Creek data & vegetation mapping clearly shows area & strategies.
SIGNIFICANCE:	☒	☒	
With any major claim has the student identified and explained the significance. *E.g. evidence presented and then explained.*	☑	☐	
DEPTH:	☒	☒	
Is the recommendation of the report not only clear but also backed by data and evidence over opinion? E.g. *No I think????*	✓		Data & references used to support recommendations.
BREADTH:	☒	☒	
Within the report are complex ideas attributed and acknowledged to the intellectual owner?	☑	☐	Good use of references from a variety of sources.
COHERENCE (LOGIC):	☒	☒	
Does the report make logical sense to read? Are there any vague ideas or discrepancies in the field report? No.	☑	☐	
Would you agree with the students report based on their presentation, analysis and conclusion?	☑	☐	Strategy #2 considers a larger variety of aspects + long term considerations

Parent Signature [redacted] *Date:* 25/10/2021.

Peer Assessment

- Was the report of your peer clear, consistent and based upon logical evidence throughout the piece?
  1-disagree 2-somewhat disagree 3-netural/unsure 4-somewhat agree (5-agree)

- Were major points and ideas backed by expertise of outside authors and organisations?
  1-disagree 2-somewhat disagree 3-netural/unsure 4-somewhat agree (5-agree)

- To what extent was your peer field report clearly communicate the problem, research and outcome.
  1-disagree 2-somewhat disagree 3-netural/unsure (4-somewhat agree) (5-agree)

- Was your peers final management strategy recommendation clearly communicated with the backing of data, appropriate evidence and strong justification?
  1-disagree 2-somewhat disagree 3-netural/unsure (4-somewhat agree) (5-agree)

Additional comments: Good overall, only needing a few, minor changes.

Student Signature: [redacted]