



## Evidence-Based Instructional Practices

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### ***Feedback and the Kentucky Academic Standards (KAS) for Reading and Writing***

#### **What are connections between the Evidenced-Based Instructional Practice #6: Feedback and the Kentucky Academic Standards (KAS) for Reading and Writing?**

Feedback is a communication tool that can provide students with the necessary next steps for their learning. Although commonly thought of as advice or an evaluation, feedback should instead be standards-based, actionable, specific, tangible, timely, and ongoing. Consulting particular elements of the *KAS for Reading and Writing* makes providing this kind of effective feedback in ELA classrooms easier. Specifically, these elements include the:

- Standard progressions
- Mini-progression
- Multidimensionality

Because we know providing feedback informed by and strongly aligned to the KAS for Reading and Writing is most productive, utilizing these elements allows teachers to gain clarity on grade-level expectations, thus equipping them with a clear understanding of and ability to identify the depth and rigor within each. This level of understanding allows teachers to communicate to students precisely how they are meeting expectations, as well as which standard or part of a standard needs continued improvement. With effective feedback, students progress through the intended learning with greater success and engagement.

In addition, the Interdisciplinary Literacy Practices (ILPs) within the *KAS for Reading and Writing* guide teachers in creating an environment for students to use feedback in evaluating and refining their own learning by “viewing[ing] literacy experiences as transactional, interdisciplinary, and transformational” (ILP 3), “apply[ing] strategic practices, with scaffolding, and then independently, to approach new literacy tasks” (ILP 5), promoting “collaborat[ion] with others to develop new meaning” (ILP 6) and enabling students to “develop a literacy identity that promotes lifelong learning” (ILP 10). When teachers intentionally design the classroom setting and instructional process to include these student practices as they implement instruction and assignments that are informed by the components of the KAS discussed above (full progression as well as the mini-progression and multidimensionality from the breakdown view), the evidenced-based practice of feedback is more likely to be effective because the teacher is able to align the feedback to the *KAS for Reading and Writing*, which offers teachers and students direction and purpose throughout the learning process.

**What are planning considerations for the successful implementation of the Evidenced-Based Instructional Practice #6: Feedback to ensure that all students have equitable access and opportunity to learn the standards contained in the *KAS for Reading and Writing*?**

- Before planning feedback, a deep knowledge of the standards will prove beneficial. Utilize the [Breaking Down a Reading and Writing Standard](#) to gain clarity. Clarity will equip teachers to provide specific feedback that promotes learning that reaches the depth and rigor of the standard.
- Create a learning environment grounded in equity and intentionality so that students feel comfortable receiving and responding to feedback. Explore [Evidence-Based Instructional Practices 1](#) for more information regarding establishing a learning environment where readers and writers feel comfortable and safe communicating honestly and respectfully with their teachers and peers.
- Feedback should be actionable. Students will be better able to use teacher-directed feedback if the communication is clear and focused on student learning outcomes. For more information on clarifying and sharing clear learning goals, explore [Evidence-Based Instructional Practice 2](#).
- Timeliness matters.
- Design opportunities for students to safely share their ideas orally, through writing and other communicative means while listening respectfully to the ideas of others. Regularly providing experiences to engage in quality peer to peer feedback advances student understanding of literacy expectations and provides authentic, student-driven access to texts (ILP#1, Anything that communicates a message.).
- When utilizing a peer feedback system for analyzing texts or improving writing craft – whether it be through oral discussions, reading responses or other methods – ensure effective feedback protocols have been modeled and students have engaged in adequate practice, that included teacher support and guidance, before implementing independently among peers.
- Utilize timely feedback to reinforce mastery of the reading and writing standards and to reteach in areas where learning goals have not yet been met. For example, when facilitating reading and writing conferences, do not attempt to correct every noticeable area of weakness. Stay focused on the success criteria and provide direct feedback that addresses that skill specifically.
- Offer clear and descriptive feedback to help students build knowledge in meaningful ways as they engage with a variety of texts. Effective feedback of this nature supports a student’s understanding of the skills and content while self-monitoring and reflecting on their understanding of text.
- Provide students with process feedback.
  - Using feedback to guide students through the process of understanding and analyzing text is necessary and supported in the Reading Literature and Informational Text strands throughout K-12, and special attention can be noted by the inclusion of ‘prompting and support’ in kindergarten and first grades and even into second grade at times.
  - The Composition strand requires ‘guidance and support from peers and adults’ to develop and strengthen writing as needed by planning, revising, editing, rewriting and/or trying a new approach. The guidance and support can and should be intentional feedback. The conferencing guides linked in the next section are an excellent resource

to utilize as ‘guidance and support from peers and adults’ but can also work well for teaching self-feedback.

**What strategies and resources can support the implementation of Evidence-Based Instructional Practice #6: Feedback within the *KAS for Reading and Writing*?**

KDE’s [Conferencing Guides](#) provide teachers and students with a tool that can be used to discuss student compositions throughout the writing process. These guides serve as a platform for self, peer or teacher feedback, which leads to more in-depth discussions of student writing to promote student growth.

KDE’s [Academic Vocabulary](#) (Grades 6-8 & Grades 9-12) module provides teachers with opportunities to gain knowledge and skills for teaching academic vocabulary by analyzing units and lessons, creating lessons, rehearsing those lessons and reflecting on videos of classroom practice. Teachers also will apply strategies from this module in their own instruction to examine student progress through formative student work analysis and product-based student performance.

KDE’s [Balanced Assessment Professional Learning Series Modules](#)

This professional learning series supports educators in leveraging quality assessment practices to effectively implement the standards and support all students in achieving their learning goals. Within this series, Module 6 is recommended to support a teacher with feedback.

- [Module 6: Acting on Evidence of Student Learning](#) Through this module, participants will learn about strategies to take pedagogical action to move student learning forward toward the Learning Goals, characteristics of effective feedback, and ways to promote effective peer and family feedback. A [Facilitator’s Guide](#) is provided to assist in the facilitation of this module.

[Promoting Self-Direction Through Better Feedback](#) is an article written by Michael McDowell and featured on edutopia. The article provides ideas for teachers on how to provide students with the right feedback at the right time, moving them closer to becoming independent learners.

[Teaching Kids to Give and Receive Quality Peer Feedback](#) is an article written by Paige Tutt and featured on edutopia. In this article, Tutt describes how to create a positive and nurturing classroom environment for peer feedback.