

Setting Goals, Giving Feedback, & Student Self-Assessment

WebQuest Description: This a WebQuest about setting goals, giving feedback, and student self-assessment FOR TEACHERS! This is not for students, but rather to teach skills to aspiring teachers.

Grade Level: College / Adult

Curriculum: Professional Skills

Keywords: Goals, feedback, self-assessment, peer assessment, assessment, setting goals

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Introduction

How can we make lessons more effective for our students? How can we ensure they learn the skills they need to monitor their own skill development and progress? What are the best practices for giving open-ended feedback? How can I (and why should I) elicit feedback on my teaching from my students? These are all questions that we as soon-to-be teachers are asking ourselves as we speed toward the end of our training, and start thinking about how to optimize what we do with our classes. Particularly at the beginning of our careers, but throughout them as well, we need to get feedback on what is and is not working. We get this through TCAP scores, sure, but we should also be getting input straight from the horse's mouth and about things other than simple subject knowledge. We need to know what new ideas students have, how they like the activities we choose for them, etc. This is a place to start gathering ideas and filling your toolbox! I hope you enjoy it!

Tasks

In this WebQuest, you will learn about goal-setting, providing and receiving feedback as a teacher, and student self-assessment. These are three important components that will support your assessments (and many other things) in the classroom! Then, to finish the WebQuest you'll need to:

1. Submit the notes you've taken during your quest. These are for your own reference, for use in your future classroom! More information can be found in the Process and Evaluation sections of this WebQuest.
2. Create some artifact that you can use with your future students to accomplish a self-assessment, the setting of a goal, or to elicit feedback from them. This can be a questionnaire, rubric, form, or some other type of activity. See the Evaluation section for more information.
3. Give feedback (in the form of your Comments attached to the "Evaluate WebQuest" section you'll complete as part of our assignment this week) to me about how this process was for you—using the best practices you will have learned through the quest!

Process

Throughout the quest, you should be compiling some notes for your own reference, next year and beyond, in the classroom. Make sure they are organized and in a format that you will be able to use easily in the future. See the Evaluation page of the quest for the rubric for grading criteria. The Food for Thought questions below are just for you to ponder. You do not need to write out answers and submit them. If they help you with your notes or anything else, great!

NOTE: Live, clickable links to each resource are available at the bottom of the page.

Part 1: Self-assessment First, a look at self-assessment. Read through the following resources to familiarize yourself with what self-assessment is and why it is useful in our classrooms.

- <http://www.readwritethink.org/professional-development/strategy-guides/promoting-student-self-assessment-30102.html>
- <https://www.criticalthinking.org/pages/structures-for-student-self-assessment/458> -- Read the introduction closely, as there are a number of interesting points to think about.
- http://www.assessmentforlearning.edu.au/professional_learning/modules/student_self-assessment/student_strategies_enhance.html -- This one leads us right into Part 2, with its talk of goals.

Food for thought... Take a moment to consider this question: "What different and useful information could you learn from students' self-assessment as compared to your own assessment of their work?" (retrieved from <https://www.teachingchannel.org/videos/peer-teaching--2>. Go ahead and watch this video if you like! It is less than 4 minutes long.)

Part 2: Setting Goals Setting goals can help students organize their time, among other things. Please look through the following resources to learn about how to set quality goals and why they are important.

- <http://entertolearn.byu.edu/content/setting-educational-goals>
- http://www.targetedleadership.net/pubs/tlc_ontarget_spring11.shtml -- This is a longer article, with a broad view on goal-setting!

For this quest, you'll mostly need to focus on these sections: the introduction, Goal Setting Saves Time, The Context, and Connecting Parents to Goals through the end.

Food for thought... What can you do to help make your students as passionate about setting and meeting goals in your classroom as the author's son in "Using Goal Setting To Build An Inclusive Learning Culture" is about setting and meeting goals in his favorite game?

Part 3: Feedback Please explore the following resources.

- <http://vimeo.com/43992570> -- This video illustrates a strong goal. Think about what the goal of this teacher and students could be... And how the teacher is giving feedback. The example is with a high school class, but the concepts can be applied universally.
- <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback>

Food for thought... Take a moment to think about this quote: "Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent." --Grant Wiggins

(retrieved from <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>) When you are done with the above, your quest is complete! Now you need to complete the required items for assessment and send them to Ginger's email. Please proceed to the Evaluation section.

Evaluation

Evaluation Tasks
 1. Submit the notes you've taken during your quest. These are for your own reference, for use in your future classroom! For the sake of submission here, you will need to take thorough enough notes to illustrate that you worked through all of the content. However, feel free to use whatever format works for you! It can be a list of ideas, quotes from the articles, some kind of graphic organizer... Whatever you find most helpful!
 2. Create an artifact/tool for the classroom that you can use with your future students to accomplish a self-assessment, the setting of a goal, or to elicit feedback from them. This can be a questionnaire, rubric, form to rate items on, or some other type of activity.
 3. Give feedback (in the form of your Comments attached to the "Evaluate WebQuest" section you'll complete as part of our assignment this week) to me about how this process was for you—using the best practices you will have learned through the quest. Please see the rubric below.

Category and Score	Distinguished	Proficient	Developing	Unsatisfactory	Score
Notes	Notes demonstrate thorough understanding of all three topics, and are clearly phrased and structured for continuing use in a classroom.	Notes demonstrate understanding of the topics, and seem to be structured for continuing use in a classroom.	Notes demonstrate understanding of some of the topics, but may or may not seem to be structured for use in a classroom setting.	Notes demonstrate little understanding of the topics studied, and are not well structured for easy continued use.	___/4
Self-assessment Tool (worksheet, list of questions, description of activity, etc.)	Tool demonstrates understanding of what quality self-assessment should accomplish. Tool is ready for student use (in student-friendly language, and free of spelling and grammar errors).	Tool demonstrates understanding of what self-assessment should accomplish. Tool is ready for student use (in student-friendly language, and at least mostly free of spelling and grammar errors).	Tool demonstrates minimal understanding of what self-assessment should accomplish. Tool is not yet ready for student use.	Tool demonstrates little or no understanding of what self-assessment should accomplish. Tool is clearly not ready for student use.	___/4
Feedback on WebQuest	Feedback clearly demonstrates best practices discussed in quest material, including positive language with some constructive criticism.	Feedback demonstrates some of the best practices discussed in quest material, including positive language with some constructive criticism.	Feedback minimally demonstrates practices in quest material, and may be phrased in a more harsh or critical way than recommended.	Feedback does not demonstrate practices in quest material, and/or phrasing is not very professional/structured.	___/4
				Total Score	___/12

Conclusion

Thank you so much for going on this quest! To further this topic, I recommend looking at ways to incorporate goal-setting, feedback, and self-assessment in other areas in your school, such as with principals and teachers or teacher-to-teacher.

Teacher Page

How can we make lessons more effective for our students? How can we ensure they learn the skills they need to monitor their own skill development and progress? What are the best practices for giving open-ended feedback? How can I (and why should I) elicit feedback on my teaching from my students? By the end of this WebQuest, all those who have completed this quest should have some answers to these questions. This quest should take a total of about 90 minutes to complete. Notes should be taken while on the quest, and just refined after the Process is complete. Then the student should create their Tool for use in the classroom, and then finally they should give feedback on the WebQuest. Note: if this WebQuest stays posted for others to use, the third evaluation task will need to be modified. If it has not yet been modified and you are using it, feel free to still have the questers critique the WebQuest! Just submitted, on paper, to you.

Standards

Credits

Thanks, Dr. U, for introducing us to a great new tool!

Other