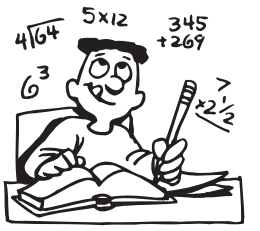
EXAMPLE 4: A math teacher developed the checklist below to help his students assess and improve their performance on constructed response items. In creating this checklist, he drew both on the Common Core Standards for Mathematical Practice (particularly Standards 1 and 6) and on his personal experience as an educator (i.e., what types of errors were his students prone to making?).

TWELVE-POINT CHECKLIST FOR CONSTRUCTED RESPONSE ITEMS

- ☐ I read the problem and the directions.
- ☐ I underlined what the problem was asking me to do.
- ☐ I determined what was known/unknown and drew a diagram if appropriate.
- ☐ I thought about possible problem-solving strategies before I started working.
- ☐ I showed my work.
- ☐ I wrote neatly so the person grading my work would be able to read it.
- ☐ I checked that I answered all parts of the question.
- ☐ I underlined or circled my final response(s).
- ☐ I labeled any drawings and graphs.
- ☐ I explained any abbreviations and symbols.
- ☐ I proofread my work and revised it if needed.
- ☐ I checked my solution to make sure that it was reasonable.



Teacher Talk

➔ Use student-friendly language and complete sentences when crafting your checklists. Whenever possible, begin your sentences with "I," "My," "Did I," or "Did you."

➔ Make checklist items as specific as possible to help students understand what good work entails (e.g., "I explained what I did and didn't like using specific examples from the book" instead of "I shared my opinion about the book").

➔ If students will be completing the same type of task multiple times throughout the year (e.g., preparing a lab report, writing an argument essay, solving a word problem, giving a slide-show presentation), create a checklist for that type of task and use it every time. Having students use the same checklist over and over again can help them internalize the required elements so that ultimately, they're able to complete that type of task without needing the checklist.

Note: You may want to turn these "multiple-use checklists" into posters and hang them around your classroom so that students can refer to them throughout the year. Another option is to make printed copies of the checklists for students to keep in their notebooks.

➔ Once students are familiar with the checklist concept, invite them to help you develop checklists for various tasks and procedures. Involving students in generating the criteria for successful work can help them internalize those criteria.

➔ Some teachers use online tools to create (and help their students create) task-specific checklists. See this website for an example: http://pblchecklist.4teachers.org/index.shtml.

Glow & Grow

What is it?

A feedback tool that boosts confidence and achievement by telling students what they've done well (what *glows*) and what they can improve (where their work can *grow*)

What are the benefits of using this tool?

In order for feedback to be effective, it should

- Identify specific things that have been done well.
- Identify particular areas where work can be improved.
- Be easy for students to understand and apply to their work.

Glow & Grow makes it easy for teachers to meet these criteria when providing feedback to their students. The *glow* feedback helps to build students' confidence and understanding of what quality looks like; the *grow* feedback teaches students how to take a direct role in improving their work; and the tool's simple, student-friendly format ensures that the feedback isn't overwhelming.

What are the basic steps?

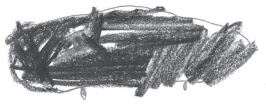
1. Design an assessment task for students to complete.
2. Identify the criteria that successful work will need to satisfy. Communicate these criteria to students before they begin working on the task.
3. Review students' completed work. Provide clear and specific feedback about what has been done well (what glows) and what could be improved (where students' work has room to grow).
4. Ask yourself the following questions as you generate your feedback:
   - Does your feedback address the criteria for successful work? Does it let students know which criteria they've satisfied and which have yet to be met?
   - Is your *grow* feedback manageable? Does it focus on the most critical items to address rather than point out everything that needs to be fixed?
   - Will your feedback make sense to students? Did you use age-appropriate and student-friendly language? Did you use examples or suggestions to help clarify your meaning?
5. Before returning students' work, teach students about the two different kinds of feedback they'll be receiving: positive (glow) and constructive (grow). See Teacher Talk for suggestions.
6. Set aside time for students to review and process your feedback. Have them use it to revise and improve their work. Be available to offer assistance and clarification if needed.

How is this tool used in the classroom?

✔ To provide feedback that helps students improve their work

Teachers use the Glow & Grow format to provide students with encouraging and constructive feedback about their work (homework assignments, problem sets, projects, etc.).

EXAMPLE 1: A first-grade teacher asked students to identify their favorite toy and give three reasons why it was their favorite. She discussed her Glow & Grow feedback with students during one-on-one conferences and had them use it to revise and improve their work.



My favor taf is Kygsoos. MY Kygsoos filt. My kygsoos are fyney. my kygsoos have a cool dsine. I like my Kygsoos.

Three ways your work GLOWS:

- Your sentences start with capital letters and end with periods.
- You remembered to give three reasons why you like your toy.
- You stuck to the topic. Everything is about your favorite toy.

Two ways your work can GROW:

- Four of your sentences start with the word "my." Can you start some of them with a different word?
- Your letter "z" is backwards. Can you find and fix your mistakes?

EXAMPLE 2: A portion of a chemistry student's homework assignment and the *grow* feedback that accompanied it are shown here:

1. Find the pH of a 100 mM HCl solution.

$pH = -\log [H_3O^+]$ 100 mM = 0.1 M

$pH = -\log (0.1)$

$pH = 10$

GROW: Always check your answers to see if they make sense. Does it make sense that an acidic solution would have a pH of 10?

EXAMPLE 3: An AP European History teacher prepares her students for the document-based essay question (DBQ) portion of the AP Exam by giving them practice questions. She reviews the criteria for top-notch work before they begin, and she uses these same criteria to focus her Glow & Grow feedback. The feedback that she attached to the first draft of one student's essay is shown below.

Here's where your work GLOWS:

1. You present a clear thesis that addresses the question without simply restating it.
2. You supported your thesis with appropriate evidence from the documents that were provided. Your interpretation of the data table in document #5 was right on target.
3. Your analysis of document #2 takes into account the fact that its author might not be completely unbiased.

Here's where your work can GROW:

1. Remember to address both parts of the writing prompt. (Most of your piece is about the first part.)
2. Your points will be stronger and clearer if you discuss documents that have a similar focus/point together (e.g., the ones that present a negative view of immigration).
3. Can you use information beyond that found in the documents to support your case further? If yes, do it!

Teacher Talk

➔ Before using this tool for the first time, familiarize students with the two different kinds of feedback that they'll receive: positive (glow) and constructive (grow). Here are some suggestions for doing this:

- Present students with a list of glow statements and a list of grow statements. Have them compare the lists and explain the differences between the two types of statements (e.g., "Glow statements identify and describe specific things that have been done well, while grow statements describe specific ways that the work can be corrected or improved").
- Give students a mixed list of statements (some glow, some grow). Ask them to identify which statements are which and explain why.
- Invite students to analyze samples of work using a list of quality criteria that you provide. Have them use the criteria to explain where the work glows and where it can grow.
- Discuss the way that each type of feedback works to improve the quality of student work.

➔ Since student work often glows in unanticipated ways, keep an open mind when looking for things to praise (i.e., don't limit yourself to the criteria that you identified in Step 2).

➔ Encourage students to use the Glow & Grow framework as well. Give them opportunities to review each other's work and have them provide Glow & Grow feedback to their classmates.

➔ If you're looking for a change of pace, try the "three stars and a wish" variation instead. Record three things that were done well and one thing you wish students would work on.