EVALUATIVE FEEDBACK

Evaluative feedback sums up achievement and assigns a label. It expresses a judgment.

- Grades—A, B, C, D, F
- Letters—P for *proficient*, D for *developing*, B for *beginning*
- Numbers—4 for *exceeds standard*, 3 for *meets standard,* 2 for *approaching standard*, 1 for *does not meet standard*
- Words—Excellent, Good, Fair, Poor
- Other symbols—smiley faces, stars, pluses, check, minuses, etc.
- Written comments—good work, needs work
- Stickers—great Job! Awesome! Super!

Feedback that expresses approval or disapproval about the achievement of the student also falls into the category of evaluative feedback.

We often assign evaluative feedback to all work, even that which is for practice. Not only is the not necessary, it is in many instances counterproductive.

DESCRIPTIVE FEEDBACK

Descriptive feedback offers information about the work, product, or performance relative to the intended learning. Effective descriptive feedback has the following characteristics:

- Is value neutral—avoids praise or blame
- Focuses on the intended learning
- Show where the work is right or wrong and why
- Pinpoints strengths and identifies areas for improvement in terms of the intended learning
- Takes into account the amount of corrective information the learner can act on at one time
- Model the kind of thinking students will engage in when they self-assess
- Can be used by students to take action to improve
- Does not cause the learner to shut down

Descriptive or Evaluative Feedback?

Mark each example of descriptive feedback with a *D* and each example of evaluative feedback with an *E*.

____ **Good job!**

____ **Sloppy work**

____ **How did you reach that conclusion? Where's your data?**

____ **Proficient**

____ ☺

____ **Your calculations are accurate. Take another look at appropriate units.**

____ **C- (grade)**

____ **Excellent!**

____ **You need to try harder next time. You can do it!**

____ **The students at station two are ready: they have their books cleared and their materials ready.**

____ ★

____ **You need to label the x-axis, include units with your label, choose an appropriate scale, show the points you plotted, and give the graph a title.**

Descriptive or Evaluative Feedback? Answers

Mark each example of descriptive feedback with a *D* and each example of evaluative feedback with an *E*.

_E_   **Good job!**

_E_   **Sloppy work**

_D_   **How did you reach that conclusion? Where's your data?**

_E_   **Proficient**

_E_   ☺

_D_   **Your calculations are accurate. Take another look at appropriate units.**

_E_   **C- (grade)**

_E_   **Excellent!**

_E_   **You need to try harder next time. You can do it!**

_D_   **The students at station two are ready: they have their books cleared and their materials ready.**

_E_   ★

_D_   **You need to label the x-axis, include units with your label, choose an appropriate scale, show the points you plotted, and give the graph a title.**