

Goal Setting: Providing Academic Feedback

Set a goal for how often you will respond using the correction procedure for academic errors when a student is hesitant in answering, does not know an answer, or provides an incorrect answer.

Ideally, for new material, you want students to answer about 85% of the answers correctly. This tells you that the material is new to them, but they are getting it. For review material, students should be able to get about 95% of the answers correct. If you find that students are not meeting these general goals, it may mean that students are not understanding the material and need additional instruction and academic feedback.

Goal: During instruction, % of the questions will be answered correctly. I will use the error correction procedure % of the time a student does not know an answer or gives a wrong answer.

Simple Data ^[1]

Question Posed	Correct Answer	Incorrect Answer	Correction Procedure

Did I meet my goal?

Yes No

If YES, what went well?

If NO, what were the challenges?

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How will I meet my goal next time?

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[1] Using Simple Data

During teacher instruction, keep the goal sheet close to you (perhaps on a clipboard that you can readily access). Each time you ask a question, write a tally in the question-posed section, and then tally if the response was correct or incorrect. Tally each time you use a correction procedure from the matrix. At the end of instruction, determine the percent of responses that are correct and the percent of opportunities you used the correction procedure for academic errors to give academic feedback.

If you met your goal

Give yourself some praise! Keep it up. Try to increase your goal to provide greater rates of academic feedback to incorrect responses.

If you did not meet your goal

Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well.

Challenges	Tips from the Field
<p>“ The feedback procedure takes more time, making it difficult to complete a lesson.</p>	<p>If you find that you need to give corrective academic feedback too frequently, consider designing lessons that present information in small steps and plan to allow time for increased opportunities for academic feedback.</p>
<p>“ Students resist participating when a question is rephrased or when you return to the student later with the same or an easier question.</p>	<p>Create an environment in which academic feedback and correction procedures are part of the teaching process. Encourage academic persistence among students. For example, "I like how you stuck with it even when you weren't sure of the answer!"</p>