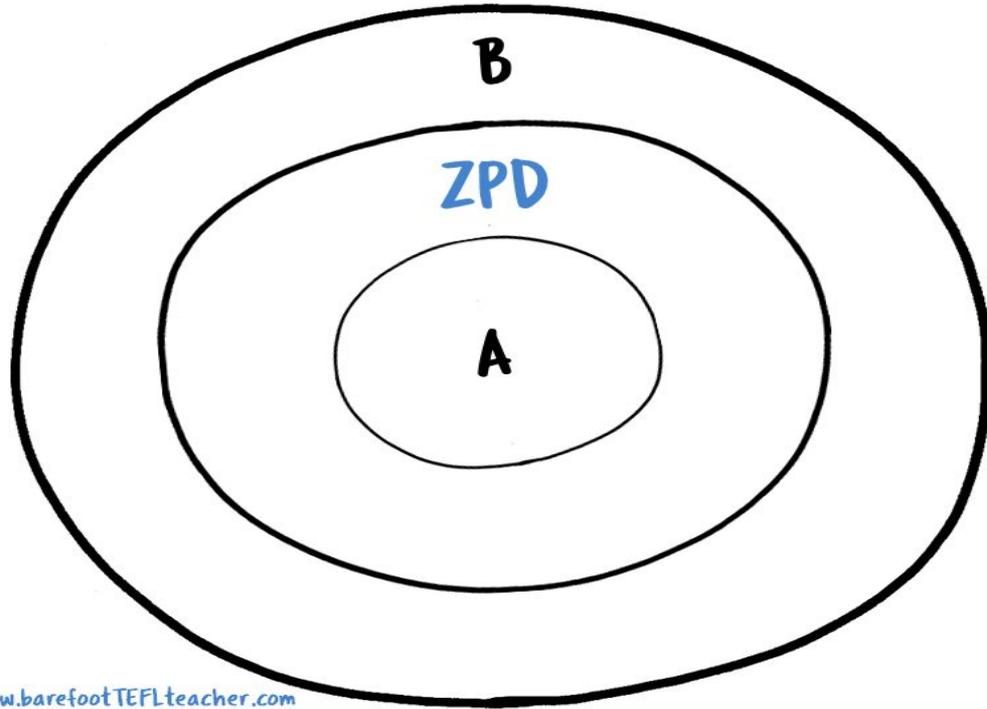


Feedback-Based Learning in the Music Classroom

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bit.ly/OMEAVaduva

What is Feedback-Based Learning?

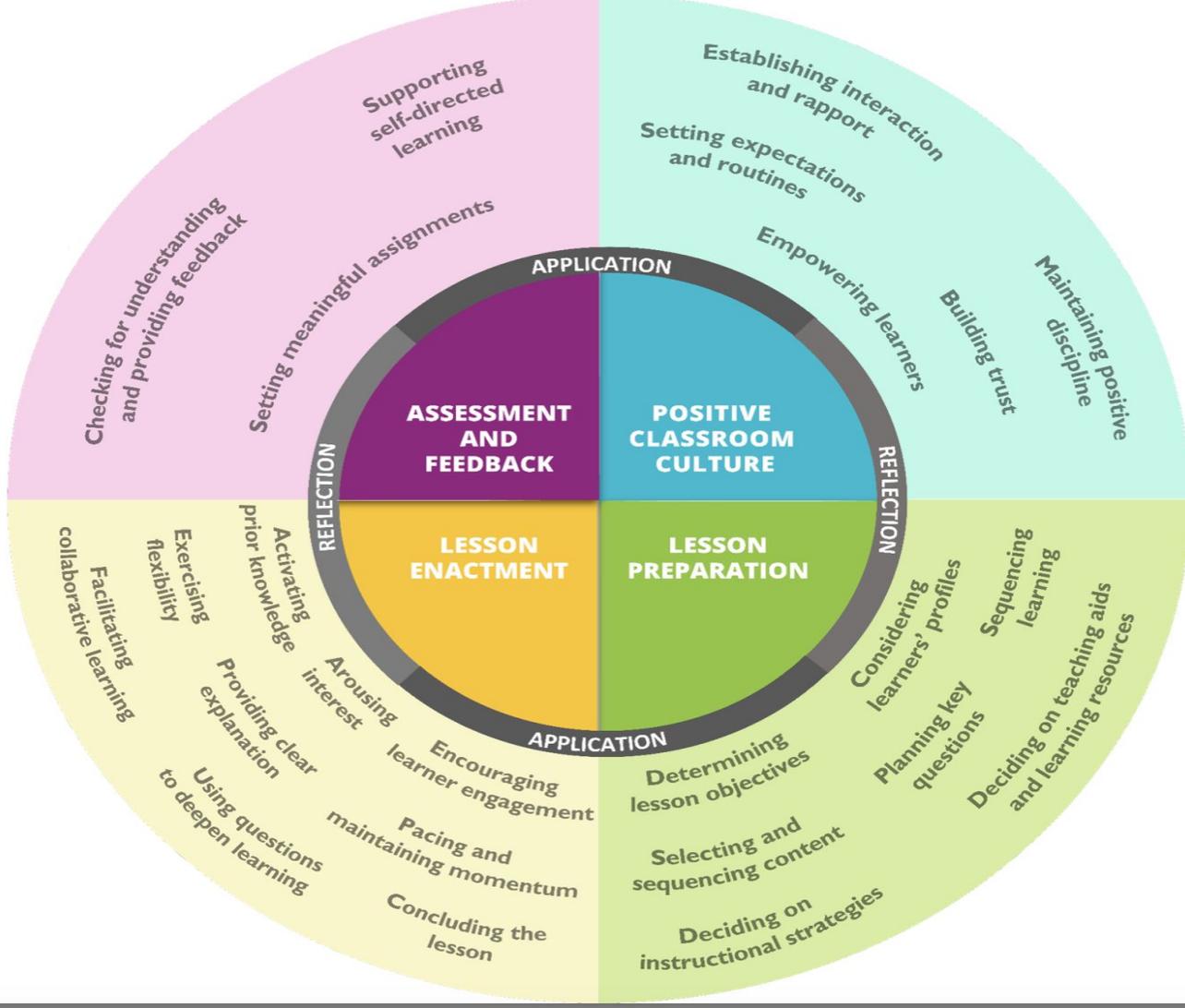


Zone of Proximal Development (ZPD)

A: Stuff learners can do.

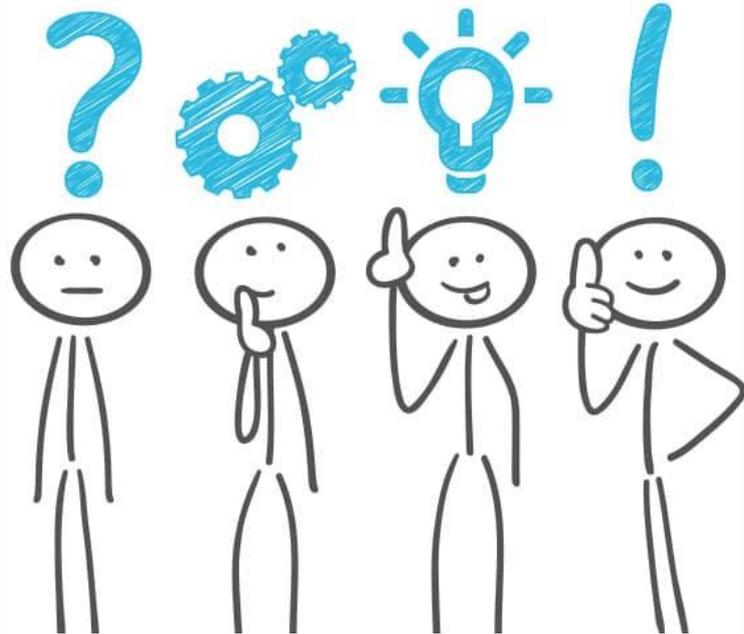
ZPD: Stuff learners can do, with support.

B: Stuff learners can't do (even with support).



3 Questions

1. What is my current knowledge?
2. How can I improve/add upon this knowledge?
3. What are some positive strategies to help me do this?

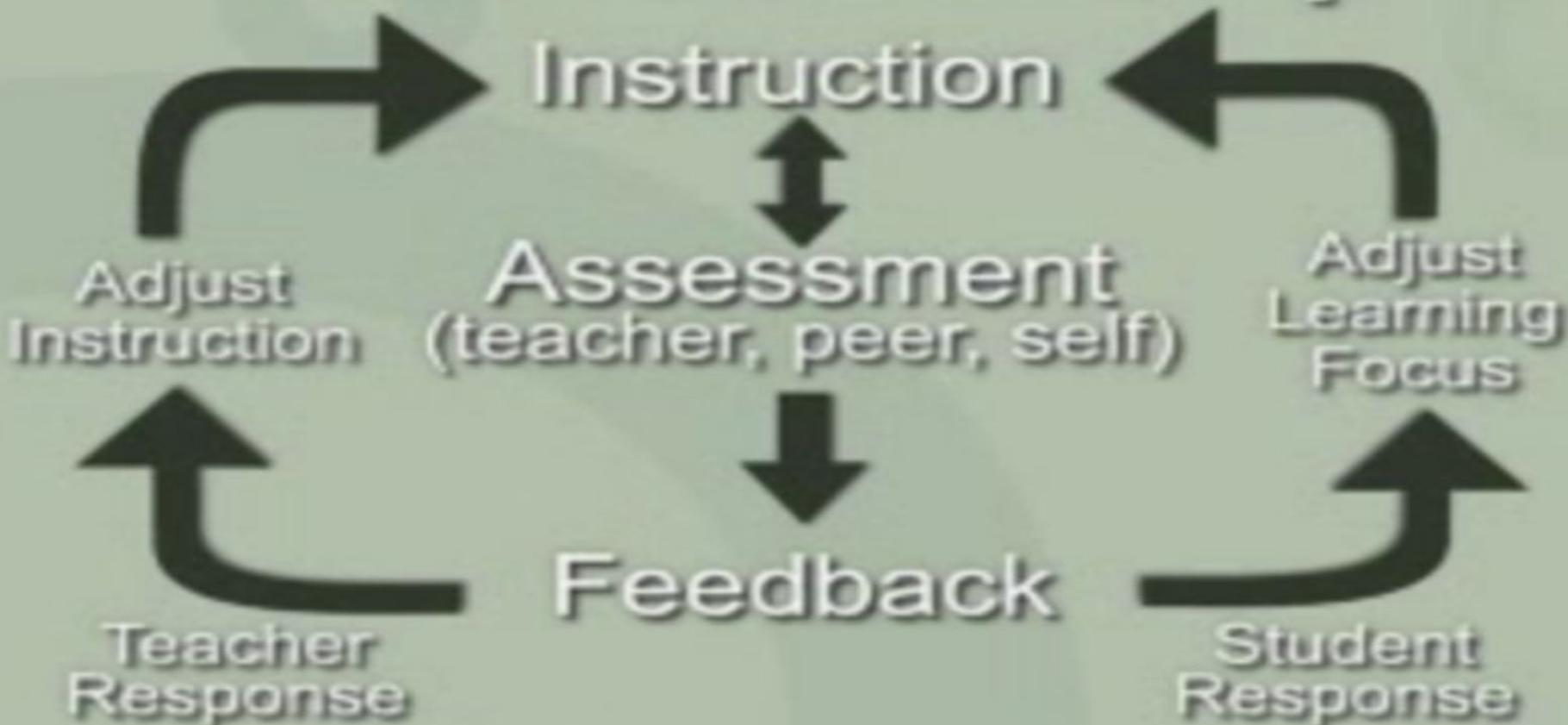


Why do it?

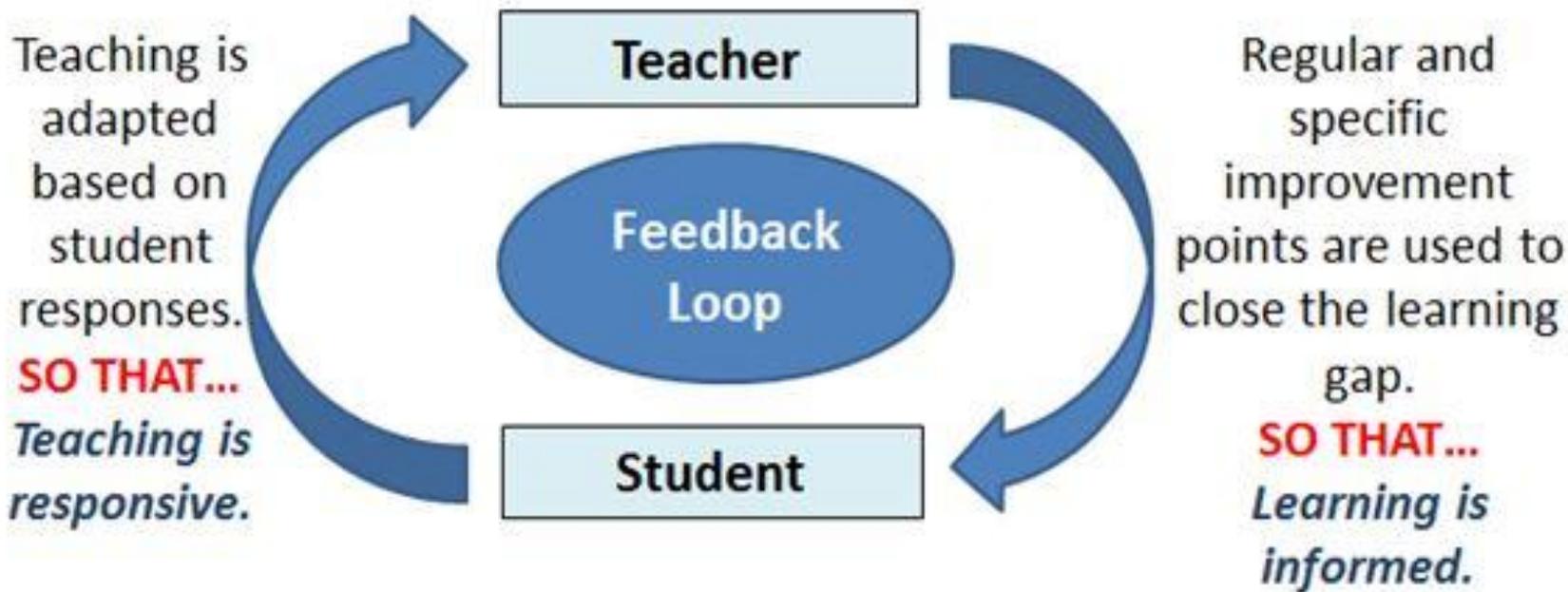
Ruth Butler's 1998 Assessment Research 132 Math Students

	Group 1	Group 2	Group 3
Type of Feedback	Only provided with evaluative feedback (percentage)	Only provided with comments as feedback	Provided with both evaluative and descriptive feedback
Results	No improvement from lesson to lesson	30% gain in achievement from lesson to lesson	No improvement from lesson to lesson

The Feedback Loop



How to do it!



How to Give Effective Feedback



Hattie & Timperley's 3 questions...

1. *Where am I going?*
 - How is this feedback related to the task at hand and the overarching learning goals for this course?
 - Challenge and commitment to a clearly defined goal
2. *How am I going?*
 - Where do I go from here? What is the next step for this student?
3. *Where to next?*
 - What is the next logical and consequential step?
 - Feed-forward commentary

Four Levels of Feedback

- 1) *Feedback on the Task*
- 2) *Feedback About the Processing of the Task*
- 3) *Feedback About Self-Regulation*
- 4) *Feedback About Self*



*Always relate back to the three effective feedback questions: *Where am I going? How am I going? Where to next?*

Getting Students Involved In Their Own Learning

- Reflection
- Application
- Parental Transparency
- Accountability

Email Examples

1. Find my email where I sent you the Google Doc (“Marie Vaduva” is inviting you to comment on a Google Doc...”)
2. Click “Reply” and CC your parent (s)

Dear Mom/Grandma/ etc...

Check out my Google Doc that my teacher shared with you. This is what I’ve learned in French so far:

-
-
-

From,
Me (Name)

[Example 1](#)

[Example 2](#)

How do I do this?

1. Motivational Feedback
2. Evaluative Feedback
3. Descriptive Feedback
4. Effective Feedback



Google Forms

Feedback Examples - Which Are They?

I agree with the pattern that you have identified in the table. I am not convinced that the rule you wrote works for all the values in the table. How could you prove this?

I like how you completed the assignment.

Your explanation of your work is the best that you have done. Nice use of sequence words in your explanation.

You accurately found the number of students in 4th grade who said chocolate ice-cream was their favorite. You now need to divide this number by the total number of students to get the percent who said chocolate ice-cream was their favorite.”

Assessment Resources

[Sesame](#)

[D2L](#)

Rubrics À La Vaduva

Checkbric:

Knowledge: The student has demonstrated knowledge in the topic of Black Heritage. They have included all of the assignment requirements. Student has explained influences of their chosen artist on society. Group has included at least 2 cited sources.

□ □ □ □

Thinking/Inquiry: Student has demonstrated the ability to make connections between music and social justice. It is evident that the student has applied his/her thinking to the assignment and has created a product that is reflective of their opinions and subject knowledge across many topics in music.

□ □ □ □ □ □

Application: Student has demonstrated the ability to research a Black artist and has analysed their influences on modern day music and society.

□ □ □ □

Communication: Findings and ideas are presented with detail and elaboration of ideas. Evidence of thorough research and inquiry is demonstrated in the sophistication of the presentation. The presentation is very detailed and has been created to the best of the student's ability. Every student has presented an equal part.

□ □

Mindfulness Playlist

Criteria	Not Yet	Approaching	Meeting	Exceeding
Student has provided evidence of clear, thoughtful reasoning for the pieces of music chosen in the playlist. (T)				
Student has produced a playlist of at least 7 pieces and has outlined the emotions and time of day associated with each piece. (K/U)				
Student has demonstrated critical thinking through the song choices they made when creating their playlist. (A)				
Student has completed the reflection (C).				
Student has submitted a recording of a piece that resonates with them. (T/A)				
Student successfully communicated how this activity promoted active awareness for daily self-care practices. (C)				

Rubric Name: Language Vocal Performance Rubric

Criteria	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 2 points	Below Standard 1 point	
Pitch/Intonation	Correct notes and pitches all the time	Correct notes and pitches most of the time ✓	Correct notes and pitches some of the time	Intonation and notes are inconsistent throughout the performance	Too many wrong notes and intonation issues	4 / 5
Criterion Feedback ✕ A few flat moments. More space inside your mouth by raising your eyebrows and taking a deeper inhale to raise your soft palate.						
Tone Production	A full, warm sound at all times - excellent breath support ✓	A full sound most of the time - good breath support	Sound is adequate but airy - more breath support	A thin airy sound - little breath support	A poor sound - no breath support	5 / 5

Lovely breath support - just don't breathe in between words!

Criterion Feedback

Don't breathe in the middle of words!

Rhythm/Tempo	Rhythms are sung correctly always - tempo is always consistent	Rhythms sung correctly most of the time - tempo is mostly consistent - no stopping ✓	Rhythms sung correctly some of the time - tempo is somewhat consistent - some stopping	Rhythms are inconsistent throughout the performance - frequent stopping	Very poor rhythm throughout the performance - tempo is inconsistent - too many stops	4 / 5
--------------	--	--	--	---	--	-------

Criterion Feedback

A few rushed entrances

Diction/Vowel Shape	Consonants are always clear, vowels are always pure and focused	Consonants are mostly clear, vowels are pure and focused most of the time ✓	Consonants are sometimes clear, vowels are relaxed and open some of the time	Consonants are rarely clear, vowels are rarely relaxed and open	Consonants are not clear - cannot understand the text - vowels are tight and closed	4 / 5
---------------------	---	---	--	---	---	-------

Criterion Feedback

Longer vowels! Italian carries with it very pure vowel sounds, so try to focus on the middle vowel sound that provides you with the most space.

Language Accuracy Add Feedback	Text is pronounced with exemplary accuracy throughout the entire performance ✓	Text is pronounced accurately most of the time	Text is sometimes pronounced accurately	Text is rarely pronounced correctly	Text is not pronounced correctly with many Anglicized words	5 / 5
Musicality/Expression	Excellent dynamic contrast, phrasing and character development	Good dynamic contrast and phrasing with character development during most of the performance ✓	Satisfactory dynamic contrast, phrasing and character development	Very little dynamic contrast, phrasing and character development	No dynamic contrast, phrasing or character development	4 / 5

⬆ More character development alongside your lovely dynamic contrast and planning!

Passé Composé: J'ai Été Ici...

Success criteria:

- Application:** uses passé composé conjugations correctly
- Knowledge:** at least 4 irregular passé composé conjugations are used
- Knowledge:** at least 4 regular passé composé conjugations are used
- Knowledge:** at least 1 verb is conjugated in passe compose for each verb ending (-er, -ir, -re)
- Thinking:** student has researched an influencer that is deceased and has presented knowledge in their shoes
- Application:** Clear oral French communication is demonstrated during presentation
- Communication:** writing and thoughts are organized with correct spelling and punctuation in written components of assignment

Criteria	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Yet Meeting Expectations
Correct use of at least 4 irregular present tense conjugations.				
Correct use of at least 4 regular -er, -ir and -re present tense conjugations.				
All sentences start with a capital letter and end with a period; complete sentences are used.				
Pictures and visuals are included.				
Correct use of les prepositions when speaking of locations (à, en, au, aux).				
Les articles indéfinis (un/une/des) and les articles définis (le, la, les, l') are used correctly.				
Clear oral communication and pronunciation is used when presenting.				

Projet #2: Les Injustices Sociales - Quinn Akinci

Criteria	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Yet Meeting Expectations
Correct use of at least 4 irregular present tense conjugations.		✓		
Criterion Feedback faire, pouvoir, voir, être				✕
Correct use of at least 4 regular -er, -ir and -re present tense conjugations.			✓	
Criterion Feedback causer, arrêter, manger, nous [parlons],, ils [contiennent] - make sure you conjugate all of the verbs. Very rarely are they to be left in the infinitive				✕
All sentences start with a capital letter and end with a period; complete sentences are used. Add Feedback	✓			
Pictures and visuals are included. Add Feedback	✓			

complete sentences are used.

[Add Feedback](#)



Pictures and visuals are included.

[Add Feedback](#)



Correct use of les prepositions when speaking of locations (à, en, au, aux).



Criterion Feedback



Did not include where pollution and littering are most visible

Les articles indéfinis (un/une/des) and les articles définis (le, la, les, l') are used correctly.

[Add Feedback](#)



Clear oral communication and pronunciation is used when presenting.



Criterion Feedback



Did not communicate in front of the class, but whispered to me personally.

Grading Scheme

No Demonstration Not Yet

Approaching

Meeting

Exceeding

Below 49%

N- = 50-53%

A- = 60-63%

M- = 70-73%

E- = 80-83%

N = 54-57%

A = 64-67%

M = 74 - 77%

E = 84-87%

N+ = 58-59%

A+ = 68-69%

M+ = 78-79%

E+ = 88-90%

E++ = 91-100%

Student Conferences

Mark “Pitches”

Report Cards

Sackstein, (2017), sums it up well by saying report cards are “not a good representation of what students know and can do”.

= Letter/ number grades, especially in high school, are vague and fail to focus on the learning progress and growth but, rather, on behaviour.

- [Student input](#) - Midterm
- [Student input](#) - End of Semester

Sackstein, S. (2017). Changing the Way We Think About Assessment. *Education Write Now*, 53–66. doi: 10.4324/9781315148120-4

Food for thought...



*“If part of the classroom culture is to always ‘get things right,’ then if something needs improvement, it’s ‘always wrong.’”
“The nature of feedback and the context in which it is given matter a great deal.”*

Susan Brookhart: How to Give Effective Feedback to your Students

Feedback ... nourishes the learning brain ... as long as teachers see themselves as the sole source of feedback, students will not receive as much as they need to learn. Anne Davies (2003)

The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’ John Hattie 1992

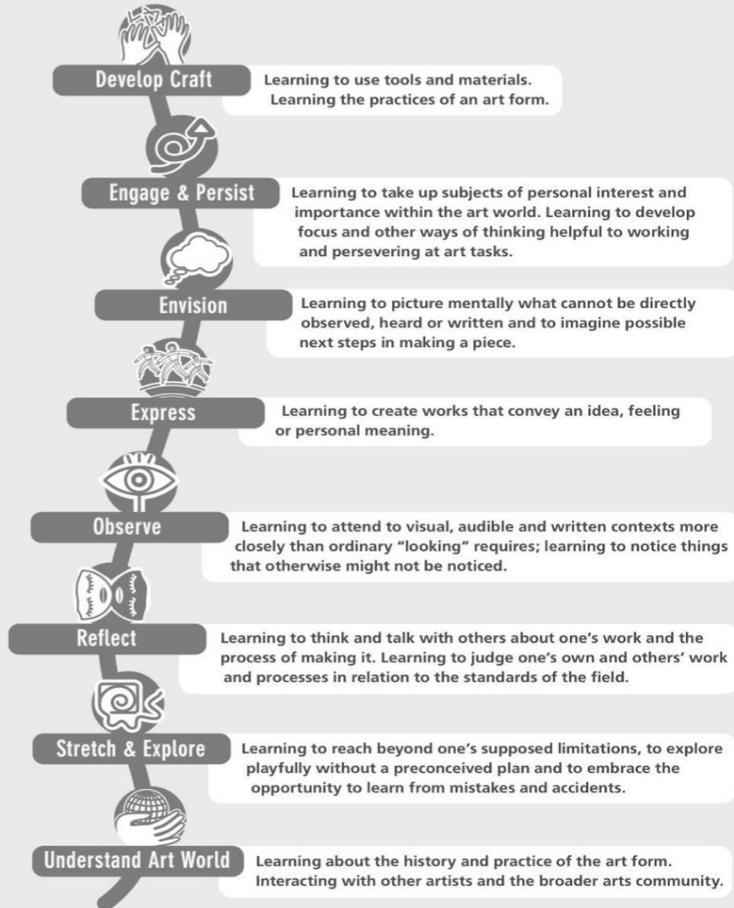
*Achievement gains are maximized in context where educators increase the accuracy of classroom assessments, provide students with frequent informative feedback (versus infrequent judgmental feedback), and involve students deeply in the classroom assessment, record keeping, and communication process. In short, these gains are maximized where teachers apply the principles of **assessment for learning**.” Richard Stiggins*

Student Feedback on FBL





Artist Habits of Mind



- Growth Mindset
- Room for reflection
- Guided Expression
- Learning autonomy
- Progress Steps
- Understanding

Yi, L. J., Xuanyun, G., & San, C. W. (n.d.). *Tc 2019. TC 2019*. Retrieved from <https://tc2019.sg/wp-content/uploads/resources/session1/CS115.pdf>

‘... when feedback is combined with effective instruction in classrooms, it can be **very powerful in enhancing learning.**’

~ John Hattie & Helen Timperley, 2007

Your Turn!

Create an assessment for your respective music classes with a group of people in the session with feedback-based assessment in mind.

Create a rubric on the distributed blank chart.

Create some basic feedback that you can anticipate giving some students that will complete this assignment in the future. Make sure to include one comment for each of the 4 feedback levels: motivational, evaluative, descriptive and effective feedback.

bit.ly/OMEAshare



Questions? Comments?
Concerns?

Thank you!



marie.vaduva@peelsb.com



Ontario Vocal Festival: registrar@ontariovocalfestival.com



Mayfield Secondary School



Twitter: @marievaduva

Re: Helen [redacted] - Invitation to comment

1 message

Helen [redacted] - Mayfield SS (2452) <[redacted]@pdsb.net>
To: "[redacted] - Mayfiel..." <[redacted]@pdsb.net>
Cc: [redacted]@rogers.com

Tue, Sep 25, 2018 at 10:08 AM

Dear Mother,

Check out this wicked google doc that my teacher shared with you! Here are some things I have learned in French so far. I have learned more on pronunciation, for example, in 'ils ont' the s would make almost a z sound because it comes before a vowel. Another thing I learned was French onomatopoeias. It was interesting to see that sounds we use a lot, are different in another countries. Finally I learned just a lot more vocabulary. I have really bad memory, so it gets hard sometimes to memorize an entirely new language. So it is good I'm starting to learn more. If you were ever wondering, these have been some things that I have been learning in French class. Soon enough, I'll be speaking French at home, and you won't understand a word I'm saying.

Love your favourite and only daughter,
Helen

On Thu, Sep 6, 2018, 09:06 [redacted] - Mayfiel... (via Google Docs), <drive-shares-noreply@google.com> wrote:

[redacted]@pdsb.net has invited you to **comment on** the following document:



Klara M... (2452) <...@pdsb.net>

Tue, Sep 25, 2018 at 10:14 AM

To: "Azima Thakor - Mayfiel..." <p0159410@pdsb.net>

Cc: "...@sympatico.ca" "...@sympatico.ca">

Hey humansssss,

Check out my Google Doc that my teacher shared with you. This is what I've learned in French so far:

-Actual French pronunciations are very different from elementary, and very important or else no one understands your 'words'

-I haven't really used proper French to communicate as much. Speaking so freely, confidently, and fluently as well as memorizing French is actually realllly hard.

-Listening to different French things like Shows and songs is something I should do more. The songs are soooool cool and the shows talk really fast so it's new to hear it so much now

-There's a lot of new rules in grammar like different conjugations etc. ?

Okie that's it. HAVE A GREAT DAY!!