



Pre-K: Quality of Feedback

Title: Providing Feedback about Shapes and Art

During center time, the teacher engages in a discussion about shapes and artwork with three students in the block center.

Scaffolding

- The teacher provides hints to a student as they count the number of sides of his triangle together, “Well this would be one side. So this is one. This would be two. This would be three.”

Feedback Loops

- The teacher asks follow-up questions to facilitate a higher level of understanding, including, “What’s at the top of your triangle?” “How many sides does your triangle have?” “What did you build?” and “What shape did you build?”
- The teacher engages in a back-and-forth exchange with a student about his artwork. The teacher asks follow-up questions to facilitate a higher level of understanding or performance from the student.

Teacher: Declan, come show me your picture. Tell me about your picture.
Declan: I used blue and black
Teacher: You used the colors blue and black. Why did you use blue and black?
Declan: Because I like them
Teacher: You like those colors? Are those your favorite colors? Well tell me about what you drew.
Declan: [shrugs shoulder]
Teacher: You’re not sure? You know what, this looks like contemporary artists. Do you know what that means?
Declan: [shakes head no]
Teacher: That means that some people, they just like the way the colors look together, and they make a picture that has different colors, and they don’t really have a name for it, and that’s okay. I like it. You’re an artist. That’s a job, too.

Prompting Thought Processes

- The teacher prompts Declan to explain his thinking, “Why did you use blue and black?”

Providing Information

- After a student has created a triangle with building blocks, the teacher expands on his activity by saying, “It has a pointy head.” With another child, she states, “Four sides and it has four corners,” after she counts each of the sides of the square.

- The teacher provides specific feedback, “That’s an awesome triangle.” “You made sure you had four sides.” “That’s a great looking square.”

Encouragement and affirmation

- The teacher recognizes the students’ efforts (“He sure did make a triangle.” “That’s an awesome triangle.” “That’s a great looking square.”).

A teacher, who responds to students’ comments, actions, and performance by asking follow-up questions, facilitates a higher level of understanding or performance from the students. By providing meaningful feedback, the students perform at a higher level than they would by themselves.