

Viewing Protocol

Title: Document-Based Questions: Warm and Cool Feedback

Link: <https://www.teachingchannel.org/videos/document-based-questions-lesson-nea>

Grade: 9

Learning Goals and Success Criteria

The teacher tells the students that they are going to continue with the warm and cool feedback for the essay writing they began the day before in response to document-based questions (DBQs) for the AP World History exam. In the task for this day, students are given the rubric for the DBQ and asked to identify two goals for themselves from it. In addition to the rubric, students also have written models and feedback from peers to know what successful performance looks like (success criteria).

What do you notice about the Learning Goals and Success Criteria? What commendations and/or suggestions would you offer for this teacher?

Eliciting and Interpreting Evidence

The teacher gathers evidence of learning through listening to student discussions and to student responses to questions. To one student who is providing feedback to a peer, the teacher asks, “How do you know he is analyzing?” Then she follows up by asking the student to show her where the analysis is in the text.

What do you notice about the teacher Eliciting and Interpreting Evidence? What commendations and/or suggestions would you offer for this teacher?

Taking Pedagogical Action

The teacher adapts her actions based on evidence (e.g., listening to student responses) by asking probing questions and providing feedback. For example, in response to one student she asks, “Tell me in the [source] text where you see where “the poor” might be attracted to his teachings.” Then she follows up by getting the student to think about the audience of the text she is reading and who its message might appeal to.

What do you notice about the teacher Taking Pedagogical Action? What commendations and/or suggestions would you offer for this teacher?

Student Self and Peer Assessment

Students choose goals based on the aspects of their essays they want feedback on. These are areas they want to improve that are specified in the rubric, such as, “Uses documents persuasively as evidence.” Students then participate in in-depth discussions with one another based on analyses of each other's writing. These discussions include describing what is working well in the writing, what needs to be strengthened, and helping come up with solutions to improve the writing.

What do you notice about the Student Self and Peer Assessment? What commendations and/or suggestions would you offer for this teacher?