

Using 'Close the Gap' Feedback

Phase 1: At the beginning of new work/assignment/unit teaching/inquiry, explain that you will be changing the way you will mark their written work in order to help them make more progress in the future.

Phase 2: Read all of a student's written work through very carefully BEFORE making any comments. This saves time in the end because an early concern may be corrected somewhere further in the piece. Next, highlight a few places in the writing where the student has met the most recent learning intention(s). Then indicate with a star or a post-it where an improvement can be made to the original work.

Phase 3: Use the post-it note or draw an arrow to a suitable space near the star or and write a 'close the gap' prompt to support the student in making an improvement to their work. This can be provided in a variety of different forms.

Phase 4: Provide time in class for students to read and respond to the 'close the gap' feedback prompt. Students are expected to do something with the feedback.

Phase 5: Check on the improvement to determine next steps...more prompting or different level of support.

<p>Reminder prompt: most suitable for higher attaining students to simply remind the student of what could be improved. Useful when we anticipate that the student has just forgotten to do something but who generally knows how to do it. Reminder prompts are usually statements to remind the student of the learning intention.</p>	<p>Scaffolded prompt: suitable for most students since it provides students with more structure of how to improve the work. May take the form of a question to guide or scaffold the learner towards some new line of action or thinking or an unfinished sentence.</p>	<p>Example prompt: most supportive for when the student needs to see another model of how to do something. Always in the form of 2 or 3 examples with the choice of choosing something suggested or something of your own.</p>
<p><i>Ex. 1: Add details about the character's feelings.</i></p> <p><i>Ex. 2: Don't forget to tell about the setting.</i></p>	<p><i>Ex. 1: Can you tell why she was sad? Ex. 1: Could you say: She felt sad because...</i></p> <p><i>Ex. 2: Where are the children at the beginning? Ex. 2: Think about: John and Sue were at...</i></p>	<p><i>Ex. 1: Choose one of these or your own to tell how she felt. A. She felt sad because her cat had died. B. When her cat died, she cried and cried because she was sad.</i></p> <p><i>Ex. 2: Choose one of these or your own to show setting: A. One day when John and Sue were at home... B. While sitting in their house, John and Sue decided...</i></p>