



Tools for Equitable Reading Instruction of Foundational Skills (TERI:FS) Sample Dimension Scoring Supports

INSTRUCTIVE FEEDBACK

Reason for Measuring: This dimension describes patterns of teacher-student interaction during foundational skills practice. Effective feedback provides timely information to students in response to correct and incorrect responses. Instructive feedback describes feedback that promotes content accuracy and understanding.

Observers look for trends in feedback to determine the consistency of supportiveness in developing foundational skills, including specific coaching and opportunities for student reattempt after correction.

Definitions

feedback: indication with words or gestures that student response is correct or incorrect with addition of information to promote students' accuracy and understanding by restating, modeling, explaining, prompting, or questioning

- Feedback is based in **foundational skills** when it comes from an understanding of the structure of English
- Feedback is **misleading** when it draws student attention away from foundational skills and/or away from the print
- Feedback is **misinformation** when a false/inaccurate attempt to present information tries but does not represent the structure of English
- Feedback is **terminal** when it ends foundational skills practice and teacher-student interaction by directly providing the correct response
- Feedback is **sustaining** when it provides coaching information and support to engage student(s) in working through a task, building and reinforcing concepts of the structure of English that promote future student self-monitoring

opportunities to reattempt: after teacher or peer feedback in response to an approximation or misunderstanding, a student is given the opportunity to try again, reattempting the task or re-answering the prompt successfully

Evidence of Practice to Support Higher Range Scoring

Specific Corrective Foundational Skills Feedback:

- “You read ‘sim.’ (for slim). You’re missing a sound. Try again.”
- “Your word says pide. Fix it to spell pine.”
- “Not quite. Check the vowel sound.”

Evidence of Practice to Support Lower Range Scoring

Non-Foundational Skills Feedback (Low-Range Evidence)

- “Look at the picture.”
- “Does that sound right?” (without elaboration/connection to code)
- “Does that make sense?” (without elaboration/connection to code)

- “I heard some of you say *slid* and some say *slide* Let’s look at the letters in this word and see what sounds they represent.”

Specific Confirming Foundational Skills Feedback:

- “That’s right. ‘Chip’ does start with the /ch/ sound. /ch/ /i/ /p/.”
- “Good job reading *heat*, which matches the sound for the vowel team we’ve been learning.”

Sustaining Feedback

- “I noticed you said each sound correctly as you were writing. That helped you spell that word correctly.”

Generic/Terminal Foundational Skills Feedback (Mid):

- “Nice. Good job.”
- Teacher immediately states “correct” or “incorrect”
- State correct answer (without ever coaching or student reattempts)
 - S: I go about the tree
 - T: ***Around***
- Repeats prompt without adjustment in response to student confusion
- Teacher restates student response with emphasis on error
 - S: “/sss/ /llll/ /aaaaa/ /mmm/ - SLAN
 - T: SLAN?

Misleading Feedback (Low-Range Evidence)

- Not connected to the text/directs focus away from text
- Gives meaning-based clue not related to print
 - S: “I want to play with my ...”
 - T: “Who’s that sibling who lives at your house?”
 - S: “Sister?”
 - T: “No...”
 - S: “Brother!”

Does not prompt students to provide correct response

- Teacher moves to next student with no think time nor return

Scoring Dichotomous Indicators:

1. Observe if students do not make an error – note the limitation for observers examining feedback if no errors are observed
2. Observe if feedback includes **connections to languages/dialects outside of Dominant English:** feedback to student responses - including errors - that affirms student funds of knowledge and ties clearly to comparable Dominant English elements.
 - “In Spanish we represent the /h/ sound with the letter J. In English, the /h/ sound is spelled with the letter H.”
3. Observe if checks for understanding are both open **and** closed
 - **checks for understanding:** opportunities teachers present for students to accurately and specifically show their understanding of the work of the lesson; can be oral (e.g. asking students to summarize learning or decode a word), nonverbal (e.g. students use hand signals to agree or share their self-assessed level of understanding; hold up a card to answer a multiple-choice question), and/or written (students complete an assessment; teacher uses an observational rubric to note student participation and decoding accuracy).
 - Checks for understanding can be **open** if they are available to all students for simultaneous response
 - Checks for understanding can be **closed** if they are targeted to specific students who are called on to answer