



## Short Answer

### Teaching Tips



To help foster a supportive environment for feedback, introduce the [importance of feedback](#) and [how to give empathetic feedback](#) with our mini-lessons.



The best questions are open-ended and ask students to **justify** opinions, **analyze** material, **articulate** a thought process, or **evaluate** a claim.



**Avoid** fact-based recall questions.



The best feedback criteria are **positively oriented** and relevant to learning objectives. Criteria can focus on both **content knowledge** and **writing structure**.

- Make students aware of the criteria so they know how to craft their response. Or, have students decide what appropriate criteria would be.
- Emphasize that students have to make a choice about assigning feedback. *Both* or *neither* aren't options!



The best discussion questions ask students to **verbalize their thought process** about the feedback they gave. For example: "93% you said Response 1 explained the concept of photosynthesis better. Can someone share what aspect of the response made you think that?"

- Have students **predict** what results will be.
- Focus discussion on the qualities of the **responses** rather than on the students who wrote the responses.



To promote students' **metacognitive development**:

- Encourage students to **ask themselves questions** during the activity:
  - "Does my response meet all the criteria?"
  - "How did giving feedback improve my understanding of the content?"
  - "How can I improve my response using the feedback I got?"
- Provide clear **time signals** throughout the activity.



To **incorporate feedback in the moment**, ask students to reflect on how they can improve their response after receiving feedback. You may want to take time to have them **revise** their responses, either in class or for homework.




## Career Readiness

In all Short Answer activities, your students **create** responses, **compare** peer responses and provide scaffolded feedback, then **converse** results as a class.

Short Answer gets your students the immediate feedback they need through social, engaging peer feedback activities and gets you deeper insight into what your students know.

Short Answer can be used at every stage of your Career Readiness lesson plan from writing emails to interview preparation.

<b>Bellringer</b>	Get students warmed up and engaged by using Short Answer to prompt written responses about what stands out from yesterday's class.
<b>Check for understanding</b>	Break up lectures with quick feedback activities that get students interacting with one another. Deepen understanding while getting a quicker, more accurate pulse of what they know on an individual level.
<b>Guided practice</b>	Group students together to write responses and give feedback to other groups, or provide a model response in Short Answer.
<b>Independent practice</b>	During Short Answer activities, encourage students to reflect on how their response matches up to the ones voted as the strongest by the class. Invite revision and iteration of responses as another in-class activity, exit ticket, or homework.
<b>Writing Revision</b>	Have students copy-and-paste portions of an essay or writing assignment (e.g. thesis, intro paragraph) into Short Answer. Then, conduct peer feedback activities to help students revise their work before final submission.
<b>Exit Ticket</b>	Complete a quick, one-round Short Answer activity to leave students thinking about the most important points of the day.
<b>Homework</b>	Have students complete writing assignments about core content and bring them in next class for peer feedback activities and discussion to deepen understanding.

 See the following page for two detailed Career Readiness use cases with example questions, feedback criteria for students to evaluate responses with, and standards alignments.

# Sample Use Cases: Career Readiness

## Interview Preparation

**Activity Time:** 10-15 minutes

Use Short Answer to help students prepare for interviews. Students write responses to commonly asked questions and receive feedback from peers, discussing what makes for strong responses as a class.

## Sample Questions

- What previous experiences make you a strong candidate for this position?
- What is your preferred style of communication and feedback?
- Why is this a place you can see yourself working for the next 5 years?

**Feedback Criteria:** compelling; unique; convincing; focused; concise

## Standards Alignment Examples

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CC, CCRA.W.4*)
- Assess how point of view or purpose shapes the content and style of a text. (*CCRA.R.6*)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (*CC, CCRA.W.3*)

## Peer Feedback on Written Materials

**Activity Time:** 15-20 minutes

Have students write (or copy-and-paste) drafts of written materials such as bios, resumes, and emails for peer review. Students can discuss what qualities make for strong materials and revise their original work.

## Sample Questions:

- Write a cold email to your dream job explaining who you are and why you're interested in the role.
- Write a thank you email to your interviewer.
- Write a 3-sentence biography of your experiences, interests, and goals.

**Feedback Criteria:** compelling; unique; informative; convincing; focused; concise

## Standards Alignment Examples

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CC, CCRA.W.4*)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (*CC, CCRA.W.5*)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (*CC, CCRA.W.3*)