



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.



Economics

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 Economics lesson plan from foundational writing skills to entrepreneurial skill development.

Bellringer	Get students engaged by using Short Answer to prompt written responses about what stands out from yesterday's class or to preview new material with a warm-up problem.
Check for understanding	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.
Guided practice	Group students together to write responses and give feedback to other groups, or provide a model response in Short Answer.
Independent practice	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.
Writing revision	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.
Exit Ticket	Complete a quick, one-round Short Answer activity to leave students thinking about the most important points of the day.
Homework	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 Economics use cases with example questions, feedback criteria for students to evaluate responses with, and standards alignments.

Sample Use Cases: Economics

Mid-Lesson Content Review

Activity Time: 5-10 minutes

Use Short Answer to assess whether students understand new material and gather opinions about material. Results from the feedback activity inform whether content needs to be re-explained or if the class is ready to move on.

Sample Questions

- How would you explain Smith's "invisible hand" metaphor to someone who knows nothing about capitalism?
- Describe two major differences between classical and Keynesian economics.
- Compare regressive tax and progressive tax systems. Which do you think is more beneficial and why?

Feedback Criteria: clear explanation; use of facts to support claims; originality; accurate

Standards Alignment Examples

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (*CC, CCRA.W.1*)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CC, CCRA.W.4*)
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (*CC, RH.6-8.6*)

Exploring Scenarios

Activity Time: 15-20 minutes

Present

these scenarios to the class and lead a discussion about different approaches and perspectives students take.

Sample Questions:

- Would you rather receive \$100 today or \$300 12 months from now? Why?
- You receive \$50 every month. What factors impact your decision to save, spend, or invest portions of that money?
- Emilie has \$1000 to put into the bank. She has two options: 5% interest compounded yearly, or 5% interest compounded monthly. Which option should she take and why?

Feedback Criteria: creative; feasible; use of evidence to support claims

Standards Alignment Examples

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (*CC, CCRA.W.1*)
- 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*)
- Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context (*CC, HSF.IF.A.2*)