



# 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.




## Family and Consumer Sciences (FCS)

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 FCS lesson plan from scenario exploration to nutrition and wellness.

<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 FCS use cases with example questions, feedback criteria for students to evaluate responses with, and standards alignments.

# Sample Use Cases: Family and Consumer Sciences

## Exploring Scenarios

**Activity Time:** 5-10 minutes

Use Short Answer to propose a scenario and see how students would respond. Students compare peers' solutions and discuss as a class to reach shared understanding.

## Sample Questions

- How would you help two younger siblings resolve a conflict about sharing toys?
- What are ways we can help a family member deal with a stressful situation?
- A friend invites you over for dinner and cooks an unfamiliar food you're a bit hesitant to try. What would you say or do in this situation?

**Feedback Criteria:** creative solution; effective solution; logical; helpful

## Standards Alignment Examples

- 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*)
- 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*)

## Mid-Lesson Content Review

**Activity Time:** 5-10 minutes

Use Short Answer to assess whether students understand new 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:

- So far we've explored cuisines from India and France. What about these cuisines is similar, and what's different?
- What steps can individuals take to live in a more environmentally sustainable way? Why is it important to take these steps?
- What suggestions would you make to a family who wants to eat healthier foods on a limited budget?

**Feedback Criteria:** compelling; unique; convincing; accurate; helpful

## Standards Alignment Examples

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (*CC, CCRA.W.2*)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CC, CCRA.W.4*)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (*CC, CCRA.W.9*)