



# 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.



## Foreign Language

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 foreign language lesson plan from foundational writing skills to literary analysis.

<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 a foreign language writing assignment 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 languages use cases with example questions, feedback criteria for students to evaluate responses with, and standards alignments.

# Sample Use Cases: Foreign Language

## Peer-Driven Feedback on Written Work

**Activity Time:** 15-20 minutes

Have students write paragraphs in a different language for in-depth peer review and opportunities for revision. The class can collaboratively determine what qualities make for strong writing, focusing on both content and grammar. Of course, you can write your questions and feedback criteria in another language too!

### Sample Questions:

- In Spanish, tell us a story about something exciting that happened this weekend.
- Using our French vocab words from this unit, describe going to your favorite restaurant and ordering your favorite food.

**Feedback Criteria:** correct grammar; strong vocab; correct syntax; compelling narrative

### Standards Alignment Examples

- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. (*World-Readiness Standards for Learning Languages*)
- Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (*WRSLL*)
- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (*WRSLL*)

## Developing Cultural Competency

**Activity Time:** 5-10 minutes

Use Short Answer to have students make connections between foreign cultures, explore the meaning of traditions and holidays, and develop cross-cultural understanding and appreciation. Students can respond to questions in the language of your choice.

### Sample Questions

- Imagine you are in China for the Mid-Autumn Festival. What traditions are you participating in, what foods are you eating, and what are you celebrating?
- How is Parisian culture similar and different to your own? Explain your reasoning using examples.
- There is much debate about whether bullfighting should be continued as art and tradition, or banned for cruelty to animals. Which side of the debate do you agree with and why?

**Feedback Criteria:** strong details; use of facts to support claims; creative; unique

### Standards Alignment Examples

- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied (*WRSLL*)
- Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (*WRSLL*)