

## Whole Class Feedback Template

*The “Excellence is...” and “It looks like this...” sections remain blank, ready to be live modeled in class.*

<b>Excellence is...</b>	<b>Excellence is...</b>
<b>It looks like this...</b>	<b>It looks like this...</b>
<b>Next Time...</b>	
Engage with the precise terms of the question and maintain a clear argument throughout.	Consider form by reinforcing a point of language analysis.
Use coordinating phrases and sentences to maintain clear focus on the question.	Focus on specific images and choices of language and avoid telling the story.
Adhere to the recommended introduction/conclusion format.	Consider other words the writer could have used and why you think they used the one they did.
Adhere to the recommended essay structure.	Make frequent and passing reference to comparative texts (in the poetry anthology essay, for instance).
Use analytical verbs and exploratory language.	Use linked transitions between paragraphs.
Make close analysis of language, dwelling on specific words and images and their effect on the reader.	Use transitional phrases and clear connectives: “This sense of X is further suggested by...”
Ensure your focus is always on the choices that are made by the writer as opposed to characters.	Use evaluative comments, where appropriate, for both writer and method.
Anchor your analysis to a clear understanding of the big	Seamlessly embed quotations within sentences,

picture: what are the big ideas and messages?	making them short and snappy.
Consider relevant contexts.	Consider the overall effect of a selection quotation.
Do not bolt contextual information on, but use it to illuminate your analysis.	Select what you discuss judiciously: aim to explore the most appropriate moment, character, poem (depending on task).
Consider what the text does: does it warn, challenge, celebrate, attack, critique? And if so, what?	Focus on fewer things, but in depth. Dwell on a specific image and say multiple things about it.

From Andrew Atherton, via Edutopia.