**Providing Feedback on Review/Preview**

We consider Review/Preview as formative assessment, and an opportunity for the students to practice and develop mathematical ideas.  Giving credit for Review/Preview is merely a way to motivate students to do the practice.   Managing Review/Preview should not be cumbersome or *time consuming*.  Review/Preview can be checked during or outside of class

Students need to keep their Review/Preview as a resource.  They need prompt feedback on how they have done, and an opportunity to revise their work.   Review/Preview correction should not take much time from your class. Teachers, who collect the practice problems on a daily basis, often do not have the time to get it checked every night.  As the teacher workload piles up, student misunderstandings may go unnoticed for long periods of time.

Veteran teachers have devised the following ideas for handling Review/Preview:

• Collect and **quickly sort** through assignments and score as 3 (complete), 2 (attempted), or 1 (started).  Some teachers do this during class by wandering around as the students start working in teams.

• Collect the review/preview and **grade one problem carefully**.  Check the entire assignment for completeness.  If the assignment is worth 10 points, five points could be for the problem that is graded carefully; the other five points represent the completeness of the rest of the assignment.

• Give students a **pool of review/preview points** at the beginning of the semester and subtract points for incompleteness.

• Have students go over their review/preview in their team **at the end of the period**.  This way you and the students will be less tempted to "spend a little more class time" doing last night's assignment.  Mastery comes over time.  The students' time will be much better spent working on new problems.  There will be more of these questions to practice later.

• **Provide ~~answer~~ solutions** in class, either on a page for each team or on the projector so that students can check their work themselves.  Revise in teams as needed. If questions still remain, work with teams or the whole class.

• As they begin the day's work, have students keep their review/preview out.  Go around the room and **stamp** the students' review/preview and assignment sheet while they are checking their answers.  Then collect the sheet on test days or at the end of the week.

• Have an **assignment sheet** with an explanation of what the assignments are.  The instructor stamps the review/preview cover sheet on a daily basis and collects the cover sheet on group test days or at the end of the week.

• Give **review/preview quizzes** on a weekly basis.  Pick one or two problems from the review/preview and have students copy what they have on their review/preview paper for those problems.  Review/preview quizzes should be done so students have an opportunity to discover and revise their answers in combination with other methods.  These review/preview quizzes, as opposed to other assessments, should be timed so students just have time to copy only what they already did, not start from scratch. No books out!

• Give every student a **red (or green or purple) pen** to correct his or her review/preview.  Make solution keys available.  Allow students 5 minutes to redo incorrect problems.

• Have students share their solutions in their teams.  If someone has a different solution they can look in a solution book or sheet, check with another team, or the teacher.

• Give each team a small dry erase board for selected problems that can then be shared out for the whole class.  Or you can use it to check for understanding

* Write the numbers of problems ~~they have questions about~~ on the board as they enter class. The students can add tally points to any problem they want to have help with. The problems with the most tally marks are reviewed as a whole class.
* Have the students correct their work at home and come with quick questions the next day. Solutions can be posted on your website.

Whatever strategy you use, students should be able to quickly check the problems on which they have questions.  They also have their team members handy to answer additional questions they might have.  You can then handle only the questions no one else could resolve either team by team or at the end of the period.