

Thank you so much for your interest in submitting student work to Student Industry Connects. To ensure that we are able to provide meaningful feedback across all participating schools, we are asking Gateway teachers to **limit project submissions to two per class**. This is a change from past years and we realize it creates an extra step for teachers so we wanted to provide some resources. This document contains:

1. [Three ideas for selecting student projects for submission](#)
2. [Two different peer feedback lesson plans that can be run in a class period to provide all students with feedback](#)
3. [Links to additional peer feedback resources](#)

1. Selecting Student Projects for Submission

Opening: With over 75,000 PLTW students in the Commonwealth, it's not possible for industry volunteers to provide high-quality feedback on every project, so we have to select two projects to submit for our class. *Below are three possible approaches for selecting projects for submission.*

1. **Classroom Vote via Gallery Walk.** Set up projects around the room. Spend a few minutes discussing what type of project is likely to get the most useful feedback. Ask students to consider those criteria and allow them to walk the room, observe projects and select their top two choices for submission. The selection could be done via an anonymous vote, posting sticky notes or dots, or other methods that work in your classroom.
2. **Random Selection.** Ask student groups to write their name(s) and project name on a piece of paper, collect the papers, and then randomly select two projects for submission.
3. **Teacher Selection.** Use your project rubric or assessment to select the two highest scoring projects in your class for submission.

After Selecting Projects: Announce the selected projects. Review the projects together and invite the class to brainstorm any additional context or questions for industry professionals they'd like to include with each submission. Document those ideas and include them in the submission.

After Receiving Industry Feedback: Reintroduce the submitted projects to the class. Share the feedback with all students. Discuss feedback with students. What did they notice about the feedback? How did it feel to receive it? Was the feedback helpful? Does the feedback help them think differently about the project or prompt new questions?

2. Peer Feedback Lessons

Option 1: 3-2-1 Peer Feedback Lesson (45 Minutes)	
Purpose	<ul style="list-style-type: none"> ● Provide PLTW Gateway students an opportunity for high quality feedback by using a peer feedback protocol. ● Select two class projects for submission to Student Industry Connects.
SWBAT...	<ul style="list-style-type: none"> ● Deliver feedback that is helpful, specific, and kind on classmate's projects.
Materials	<ul style="list-style-type: none"> ● Completed Student projects ● Sentence starters for peer feedback ● THINK Feedback Poster ● Post-it notes ● Student checklist for project requirements/rubric
Setup	<ul style="list-style-type: none"> ● Student projects are posted/set up around room
Intro <i>10 min</i>	<ul style="list-style-type: none"> ● 5 Min: Using a sample project (e.g., Design & Modeling Puzzle Cube), model giving 3-2-1 feedback (3 strengths, 2 areas for improvement, 1 question). Post sentence stems as a guide. Remind students to be helpful, specific, and kind in their feedback. ● 5 Min: Ask students to practice the 3-2-1 structure on paper using the same example and have students share out.
Activity <i>30 min</i>	<ul style="list-style-type: none"> ● 15 Min: 3-2-1 Feedback. Each group gets a stack of sticky notes and they work together to offer specific, helpful, and kind feedback on a single project (based on sentence stems and/or 3-2-1 structure). <ul style="list-style-type: none"> ○ <i>Sentence Stems:</i> Provide specific sentence stems that your students can use to provide diagnostic, clarifying, or critical feedback. ○ <i>3-2-1 Feedback:</i> Students provide three strengths, two areas of improvement and one question that they have. ● 5 Min: Feedback Review. Each group returns to their project to review the feedback they received. ● 10 min: Discussion. Discuss the feedback process with students. What was it like to give the feedback? Was it difficult to give specific feedback? What was it like to receive the feedback? What kind of feedback was most helpful?
Closing <i>5 min</i>	<p>5 Min: Review feedback on your project and write down two things you would do to revise your project (or your next project) based on the feedback you received.</p>

Option 2: Peer Feedback Protocol Lesson (40 Minutes)	
Purpose	<ul style="list-style-type: none"> • Provide PLTW Gateway students an opportunity for high quality feedback by using a peer feedback protocol.
SWBAT...	<ul style="list-style-type: none"> • Deliver feedback that is helpful, specific, and kind on classmate's projects
Materials	<ul style="list-style-type: none"> • Sentence starters for peer feedback • 20 Minute Feedback System Protocol • Sample project for modeling • THINK Feedback Poster
Setup	<ul style="list-style-type: none"> • Assign partners in advance • Ask partners to review each other's projects in advance • Ask students to prep elevator pitch
Intro <i>17 min</i>	<ul style="list-style-type: none"> • 2 min: Show video  20-Minute Peer Feedback System or Slides • 15 min: Using a sample project (e.g., Design & Modeling Puzzle Cube), model the 20-minute peer feedback protocol. Debrief the process with students? What did they notice? Remind students to be helpful, specific, and kind in their feedback.
Activity <i>20 min</i>	<p>20 Minute Peer Feedback System.* 10 minutes per partner. Teacher Keeps Time.</p> <ul style="list-style-type: none"> • 0-2 min: Elevator Pitch. Partner A explains the process, product or idea in two minutes, Partner B takes notes on what they are hearing or listen actively • 2-4 min: Clarifying Questions. Partner B asks clarifying questions without giving any feedback. Partner A answers clarifying questions. • 4-6 min: Feedback. Partner B gives feedback (two things that worked well and one idea for improvement) to Partner A. Partner A takes notes on specific feedback they have received. • 6-8 min. Paraphrase. Partner A paraphrases what they have heard from Partner B. Partner B listens to see if the paraphrased information is correct. • 8-10 min. Next Steps. Partner A makes a list of future revisions. Partner B checks the list of revisions. <p>Partners swap roles and repeat protocol.</p> <p><i>* Adapted from John Spencer's 20-Minute Peer Feedback System</i></p>
Closure <i>3 min</i>	<p>3 min. Students review and update their list of revisions based on peer feedback and submit to the teacher.</p>

3. ADDITIONAL RESOURCES

Peer Feedback Resources

- [Peer Feedback: Making It Meaningful – Dr. Catlin Tucker](#)
- [Peer Feedback Without the Sting](#)
- [Peer Feedback: An Essential Skill to Teach • TechNotes Blog](#)
- [Seven Strategies for Getting the Most Out of Peer Feedback in the Classroom - John Spencer](#)
-  20-Minute Peer Feedback System
- [THINK Poster](#)
- [Austin's Butterfly | Models of Excellence](#) (great video on how to provide observational feedback)

Helpful Tactics for Structuring Peer Feedback

3-2-1 Feedback

Students provide 3 strengths, 2 areas for improvement, and 1 question when reviewing student work. Feedback should be helpful, specific, and kind.

Peer Feedback Sentence Starters

Strengths	Areas for Improvement	Questions I have
<ul style="list-style-type: none">• Excellent job on...• I think your example was....• Great work on...• What really impressed me was...• It had an impact on me when...• The strongest aspect of your work is...	<ul style="list-style-type: none">• One suggestion would be...• I didn't understand when...• I think you should add...• Don't forget to...• Consider changing...• Maybe you should add...• I was wondering if....• Think about....• I think a better choice may be...	<ul style="list-style-type: none">• What are...• What do...• What is...• Did you consider...• Why is...• Why do...• Why will...• Where is...

Adapted from BWRSDReady Blog: Students Personalize Their Reading Diets