FB

FEEDBACK

EXPECTATION

- Provide timely prompts that indicate when students have done something correctly or incorrectly
- Give students the opportunity to use the feedback to continue their learning process
- End feedback with the student performing the skill correctly and receiving positive praise
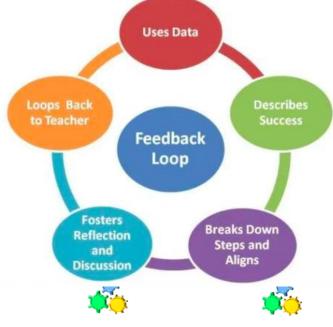
EXPLANATION

The primary purpose of feedback is to help learners adjust their thinking and behaviors to produce improved learning outcomes (Schute, 2008). This type of definition of feedback differentiates it from other types of information that might be provided to learners such as a summative assessment. Feedback is a critical component of an instructional cycle. Feedback is a consequence of teaching and a response to learner performance. Typically, feedback is provided by the teacher, but can be provided by the student in response to a self-monitoring probe. Although feedback is generally provided to the learner to improve their performance, an equally powerful function of feedback is to cue the instructor to challenges in their instruction that might be improved (Hattie, 2011).

High-quality academic feedback should:
- relate to the lesson objective,
- prompt students to think,
- be specific,
- be timely, and
- vary based on the unique needs of students and classes.

Teachers can provide both oral and written feedback to students. Additionally, it is also important for teachers to model for students how to provide each other with high-quality academic feedback.

STRATEGY

Uses data
Know your students:
➤ Who are they as learners?
➤ How do they learn best?
➤ What do they already know or not know?
➤ What supports will be needed?

Describes what success looks like
Clearly articulated learning targets with success criteria:
➤ What are we learning?
➤ Why are we learning it? (do, make, say, or write)
➤ How will we know when we've learned it?

Feedback Loop — Uses Data · Describes Success · Breaks Down Steps and Aligns · Fosters Reflection and Discussion · Loops Back to Teacher

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Breaks down steps and aligns to goals
Learning demonstrations and assessments of the ongoing learning (think lines of evidence):
➢ Align directly to the intended learning goals
➢ Move students forward in achieving the learning goal
➢ Provide information about student learning, what they mastered, and what they still need to work on for continued growth

Loops back to the teacher
Opportunity for students to give feedback to the teacher, so that the teacher:
➢ Knows if their instruction was effective (we know it was taught - how do we know it was learned?)
➢ Can use the information to plan future instruction (i.e., writing sample, language assignment, cited text evidence, highlighted adjectives, models, verbal or written explanations, exit tickets)

Fosters reflection and discussion
Opportunity for students to respond to and discuss their feedback:
➢ With the teacher
➢ With peers

Feedback Strategies Can Vary In...	In These Ways...	Recommendations for Effective Feedback
Timing	• When given • How often	• Provide immediate feedback for knowledge of facts (right/wrong throughout the learning process). • Delay feedback slightly for more comprehensive views of student thinking and processing (portfolios). • Never delay feedback when it would make a difference to student's progress or understanding. • Provide feedback as often as is practical, for all major assignments and essential content.
Quality	• Actionable • Clear	• Students should walk away clear about what they need to fix or do next time (interactive works best). • Students should be given an opportunity to act on the feedback immediately or shortly after given.
Mode	• Oral • Written • Visual/Demonstration • Digital Feedback	• Select the best mode for the message. A quick comment at the student's desk? Or is a conference needed? • Interactive feedback with the student is best. • Digital feedback (Classkick, Flipgrid, comments in Google Classroom, etc.)
Audience	• Individual • Group/Class	• Individual feedback tells students you value their learning. • Group/Class feedback works if most missed the same concept on an assignment, and also lets you know what needs to be retaught.