

Effective Feedback

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Effective Feedback

Feedback says to a student, "Somebody cared enough about my work to read it and think about it!" (Susan M. Brookhart)

Where Am I Now?

We provide feedback in order to answer this question for students- where am I now in my learning and for ourselves where are we in our teaching and in meeting the needs of our students.

The presence of feedback does not improve learning. It is the quality that determines its effectiveness.

Characteristics of Effective Feedback

- 1. Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement.**
- 2. Occurs during learning, while there is still time to act on it.**
- 3. Addresses partial understanding.**
- 4. Does not do the thinking for the student.**
- 5. Limits corrective information to the amount of advice the student can act on.**

Success and Intervention Feedback Options

Success Feedback Options	<ul style="list-style-type: none">• Identify what is done correctly.• Describe a feature of quality present in the work.• Point out effective use of strategy or process.
Intervention Feedback Options	<ul style="list-style-type: none">• Identify a correction.• Describe a feature of quality needing work.• Point out a problem with strategy or process.• Offer a reminder.• Make a specific suggestion.• Ask a question.

Feedback Strategies Figure 1.1

Feedback Strategies Can Vary in...	In these Ways	Recommendations for Good Feedback
Timing	<ul style="list-style-type: none">• When given• How often	<ul style="list-style-type: none">• Provide immediate feedback for knowledge of facts(right/wrong)• Delay feedback slightly for more comprehensive reviews of student thinking and processing• Never delay feedback beyond when it would make a difference to students.

<h1>Amount</h1>	<ul style="list-style-type: none"> • How many points made. • How much about each point 	<ul style="list-style-type: none"> • Prioritize- pick the most important points. • Choose points that related to major learning goals. • Consider the student's developmental level.
<h1>Mode</h1>	<ul style="list-style-type: none"> • Oral • Written • Visual/demonstration 	<ul style="list-style-type: none"> • Select the best mode for the message. Would a comment in passing the student's desk suffice? Is a conference needed? • Intereactive feedback(talking with the student) is best when possible • Give written feedback on written work or on assignment cover sheets. • Use demonstration if

		<p>"how to do something" is an issue or if the student needs an example.</p>
<p>Audience</p>	<ul style="list-style-type: none"> • Individual • Group/class 	<p>Individual feedback says, "The teacher values my learning"</p> <p>Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for reteaching.</p>

Feedback Content Figure 1.2

Feedback Content Can Vary in...	In these Ways...	Recommendations for Good Feedback
Focus	<ul style="list-style-type: none"> • On the work itself • On the process the student used to do the work • On the student's self-regulation • On the student personally 	<ul style="list-style-type: none"> • When possible, describe both the work and the process- and their relationship • Comment on the student's self-regulation if the comment will foster self-efficacy • Avoid personal comments
Comparison	<ul style="list-style-type: none"> • To criteria for good work • To other students • To student's past performance 	<ul style="list-style-type: none"> • Use criterion-referenced feedback for giving information about the work itself • Use norm-referenced feedback for giving information about student processes or effort • Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal
Function	<ul style="list-style-type: none"> • Description • Evaluation/judgment 	<ul style="list-style-type: none"> • Describe • Don't judge

Valence	<ul style="list-style-type: none"> • Positive • negative 	<ul style="list-style-type: none"> • use positive comments that describe what is well done. • Accompany negative descriptions of the work with positive suggestions for improvement •
Clarity	<ul style="list-style-type: none"> • clear to the student • unclear 	<ul style="list-style-type: none"> • use vocabulary and concepts the student will understand • Tailor the amount and content of feedback to the student's developmental level
Specificity	<ul style="list-style-type: none"> • nitpicky • just right • overly general 	<ul style="list-style-type: none"> • Tailor the degree of specificity to the student and the task • Make feedback specific enough so that students know what to do but not so specific that it's done for them • Identify errors or types of errors, but avoid correcting every one which doesn't leave students to do anything to do.
Tone	<ul style="list-style-type: none"> • implications • what the student will "hear" 	<ul style="list-style-type: none"> • Choose words that communicate respect for the student and the work • Choose words that position the student as

		<p>the agent</p> <ul style="list-style-type: none"> • Choose words that cause students to think or wonder
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References:

Chappius, Jan (2009). *Seven Strategies Of Assessment for Learning*

Brookhart, Susan M. (2008) *How to give Effective Feedback*

Fisher, Frey (2007) *Checking for Understanding*

ASCD- *Formative Assessment Strategies for Every Classroom*

Stiggins, Arter, Chappuis and Chappuis (2006). *Classroom Assessment for Student Learning*