

Am I Giving Good Feedback?

Teacher tool

Student tool

Use the following guidelines to periodically assess the feedback you give students.

Qualities of Feedback	Recommendations	How effective is my feedback? How can I improve it?
<p>Timely Points to Consider:</p> <ul style="list-style-type: none"> • When to give feedback. • How often to give feedback. 	<ul style="list-style-type: none"> • Give feedback as often as possible. • Immediate feedback is usually best. • Feedback should drive learning and be useful to the student. 	
<p>Accurate Points to Consider:</p> <ul style="list-style-type: none"> • Teachers must know content to give accurate feedback. • A climate of safety is important so that students understand that making mistakes is part of learning. 	<ul style="list-style-type: none"> • Find and point out errors in students' responses, both written and oral. • For written work, don't point out every error of the same type. Once you have pointed out an error and explained why it's wrong, have the student locate other instances of the same problem. 	
<p>Mode Point to Consider:</p> <ul style="list-style-type: none"> • Feedback can be written, oral, or by demonstration. 	<ul style="list-style-type: none"> • Don't write paragraphs if a quick comment will do. • Give written feedback on written work. 	
<p>Substantive Points to Consider:</p> <ul style="list-style-type: none"> • Feedback should fully inform the student about the strengths and weaknesses of the work or the thinking. • Feedback should be focused and strategic. 	<ul style="list-style-type: none"> • Be sure to explain when students ask why. • Don't give too much or too little feedback. Too much feedback can overwhelm, while not enough prevents learning. • Don't try to give feedback about everything. Decide in advance what aspects of the work you will focus on and then limit yourself to commenting on those items. Let students know which aspects you will focus on. 	

Domain 3

Feedback to Students

Qualities of Feedback	Recommendations	How effective is my feedback? How can I improve it?
<p>Constructive Point to Consider:</p> <ul style="list-style-type: none"> • Good feedback improves learning. 	<ul style="list-style-type: none"> • Be sure feedback tells students what they did well and what they need to do next to improve. • Follow up to see whether students are using your feedback. Is their learning improving? • See if students can articulate in their own words exactly how to improve their learning, based on the feedback. 	
<p>Specific Points to Consider:</p> <ul style="list-style-type: none"> • Encouragement is not feedback. • Feedback tells a student exactly what was right and wrong. • Focus feedback on the topic. 	<ul style="list-style-type: none"> • Question individuals to see if they understand your feedback in the way you intended. • Choose words that position the student as the doer in the next steps that should result from feedback. 	

Monitoring of Student Learning

Diagnostic Prompt	Lesson Adjustments If Responses Show Lack of Understanding	Notes for the Future
<p>Sticky Response Midway through the lesson, the teacher asks each student to respond to one or two pivotal questions with a phrase or short sentence on a sticky note. The teacher can scan the answers during the next portion of the lesson.</p>		
<p>Thumbs Up, Down, or Sideways The teacher asks yes-or-no questions, and students answer yes with a thumbs-up, no with a thumbs-down, and unsure with their thumbs sideways.</p>		

Domain 3