










Three Phases of Effective Feedback

To determine which level of feedback is most appropriate for a given situation, think about the student's acquisition of new knowledge and skills. The type of feedback to provide depends on the level of instruction and learning.

TASK LEVEL	PROCESS LEVEL	SELF-REGULATION LEVEL
<p> USE: New material (or material student struggled with on pre-assessment)</p> <p> FOCUS ON:</p> <ul style="list-style-type: none"> • Distinguishing correct from incorrect answers • Acquiring more or different information • Building more surface knowledge • Reteaching and providing multiple opportunities to learn <p> SAMPLE PROMPTS:</p> <ul style="list-style-type: none"> • Does your answer meet the success criteria? • Is your answer correct/incorrect? • How can you elaborate on the answer? • What did you do well? • Where did you go wrong? • What is the correct answer? 	<p> USE: Student has <i>some</i> degree of proficiency with the material</p> <p> FOCUS ON:</p> <ul style="list-style-type: none"> • Relationships among ideas • Students' strategies for error detection • Explicitly learning from errors • Cueing the learner to different strategies and errors <p> SAMPLE PROMPTS:</p> <ul style="list-style-type: none"> • What is wrong and why? • What strategies did you use? • What is the explanation for the correct answer? • What other questions can you ask about the task? • What are the relationships with other parts of the task? 	<p> USE: Student has <i>high</i> degree of proficiency with the material</p> <p> FOCUS ON:</p> <ul style="list-style-type: none"> • Being able to create internal feedback and self-assess • Being willing to invest effort in seeking and dealing with feedback information • Being able to review work to decide if an answer is correct • Knowing to seek help to find additional information or to confirm a response <p> SAMPLE PROMPTS:</p> <ul style="list-style-type: none"> • How can you monitor your own work? • How can you carry out self-checking? • How can you evaluate the information provided? • How can you reflect on your own learning? • What did you do to _____? • What might you do differently next time? • How could you improve this work?

REFLECTION ACTIVITY: GIVING FEEDBACK TO STUDENTS

Using the prompts to the right, reflect on your experiences giving and receiving feedback. Complete this on your own or with colleagues, and discuss your reflections.

- What types of effective feedback do you give students?
- How do you know when your students need to move to the next level of feedback?
- Does the feedback you give to students match the instructional level they are working at?
- What actions do you take as a result of the feedback you give (task, process, self-regulation)? How do you modify your instruction?