

Recommendations for good feedback ¹

1. When possible describe both the work and the process – and the relationship between them
2. Comment on the students self-regulation if the comment will foster self-efficacy
3. Avoid personal comments
4. Use criterion-referenced feedback for giving information about the work itself
5. Use norm-referenced feedback for giving information about the student process or effort
6. Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal
7. Describe, don't judge
8. Use positive comments to describe what is done well
9. Accompany negative descriptions of the work with positive suggestions for improvement
10. Use vocabulary and concepts the student will understand
11. Tailor the amount and content of feedback to the students developmental level
12. Tailor the degree of specificity to the student and the task
13. Make the feedback specific enough so that students know what to do but not so specific that it is done for them
14. Identify errors or types of errors, but avoid correcting everyone (e.g. copyediting or supplying the right answers), which doesn't leave the students anything to do
15. Choose words that Communicate respect for the student and the work
16. Choose words that position the students as the agent
17. Choose words that cause the student to think or wonder

¹ Taken from Brookhart, S.M (2008). How to give effective feedback to your students. VA: Alexandria, ASCD

Tips for Feedback for successful students

- Use the strategies for good feedback
 - o Focused on task and process
 - o Criterion referenced
 - o Positive
 - o Clear
 - o Specific
- Identify what is good and why it is good
- Make suggestions for next steps

Tips for Feedback for struggling students

- Students benefit from feedback that helps them connect the process they used to the results they obtained.
- Provide self referenced feedback
 - o Compare where they are now with their past performance
 - o Help them see what they are doing, not what they didn't do
 - o Once they get on track include criterion referenced feedback
- Suggest small steps for improvement
 - o Break complex tasks into smaller manageable steps
- Use clear word choices, define or explain word as needed
- Check for understanding
 - o Students can't use the feedback if they don't understand it.

Tips for Feedback for Second Language Learners

- Match your feedback to the student's language proficiency levels as much as possible
- Provide feedback in the mode that best fits the student
- Focus on the product and the activity that produced it
- Make criterion-referenced comparisons and self-referenced comparisons as appropriate
- Be descriptive
- Use clear vocabulary, explain important terms, as needed
- Connect feedback to knowledge and skills the student already has
- Connect feedback to real life contexts
- Ask students to explain their reasoning
- Ask students to paraphrase feedback
- Be responsive and supportive

Tips for Feedback for reluctant students

- The issue is not what you need to say, it is what the student needs to know
- Deal with the student's negative perceptions
- Provide enough information so that the student has the confidence to understand and use it
- Pay attention to the tone of feedback
- Be honest
- Focus on processes
- Use self-referenced feedback
- Comment on one or two important points and suggest small steps for improvement
- Use clear terms
- Check for understanding
- Be responsive and supportive