



4. FEEDBACK

Purpose: Increase the amount of descriptive feedback and decrease evaluative feedback.

Planning effective feedback for learners' benefit involves ensuring that the feedback is immediate, relevant, and gives specific information to the learner. In order to interpret the next steps in their learning, students need explicit support to do so.

“To be effective, feedback needs to cause thinking. Grades don't do that. Scores don't do that. And comments like “Good Job” don't do that either. What *does* cause thinking is a comment that addresses what the student needs to do to improve, linked to rubrics where appropriate” (Wiliam, 2005).

Let students know that their brain needs feedback to help them learn. Their brains learn best when they receive feedback from you, and share feedback with their peers. Help students link their learning to the criteria that have been set - feedback can be explicitly linked to criteria that is provided or developed together.

Primary:

1. Make Feedback Frames based on criteria... (e.g., two stars and a wish; two hurrahs and a hint, etc.)
2. Provide samples that give strong hints for student touchback along the way

Intermediate:

1. Get Descriptive... (e.g., 2 positives and one suggestion based on criteria, etc.)
2. What works, what doesn't, what might help?

Secondary:

1. Provide information that clearly identifies what criteria have been met, what hasn't and what can be done next.

What are some other strategies that might work for creating more descriptive feedback?

Sources: Black & Wiliam, 2005; Cameron et al, 2006