Appendix A **My Feedback Practices**

Consider each of the following statements, and indicate R (Rarely), S (Sometimes) or U (Usually).			
A. Gathering feedback FROM students about learning	R	S	U
I use a variety of assessment strategies, (e.g., traffic lighting, thumbs up, exit cards, learning logs) to gather feedback about students' learning during each instructional period.			
I note where students need further instruction or a different approach, and adjust instruction accordingly.			
B. Providing feedback TO students about their learning	R	S	U
Feedback includes three components: what was done well, what needs improvement, and specific suggestions for how to improve.			
Feedback relates to the learning goal(s) which I shared and clarified with students at the outset of the learning cycle.			
Feedback is based only on the criteria for success which I shared and clarified with students at the outset of the learning cycle.			
Feedback is prioritized to focus on the aspects of student learning that need the greatest attention.			
Feedback is focused on the product or task, the processes used, or student's self-regulation, not on the student as a person.			
Next steps are incremental and specific enough so that students know what to do, but without doing the improvements for them.			
The amount of feedback at any one time is manageable for the students' readiness, (e.g., limited to 2 or 3 specific items).			
Feedback is expressed in a respectful, positive tone and in language meaningful to the student.			
Feedback is descriptive, (i.e., it provides information that students can use to improve), rather than evaluative (a mark or grade).			
The timing of my feedback (oral or written) provides students opportunities to use the information while they are still learning and practising the requisite knowledge and skills.			
I use strategies to monitor students' response to feedback, (e.g., feedback log).			
C. Considering feedback when planning instruction and assessment	R	S	U
I identify and share incremental learning goals, based on the overall and specific expectations which describe in student-friendly language what students are to know and be able to do.			
I identify the criteria for successful achievement of the learning goals, and plan how to develop and/or share those criteria with the students at or near the outset of the learning.			
I identify critical points in the learning where the students and I engage in assessment and feedback to determine who is learning and who needs further instruction.			
I plan activities that provide students the opportunity to practise and demonstrate their learning so that feedback can be given and received .			
I plan opportunities for students to act on feedback with my support.			

Appendix A **My Feedback Practices** (continued)

C. Considering feedback when planning instruction and assessment (continued)	R	S	U
I look for ways to maximize feedback to students while helping them take on greater responsibility for providing peer feedback and for self-assessing:			
- provide group feedback to students who share similar strengths and needs			
- provide oral feedback during conversations and observations			
- gather feedback "on the run," using a variety of strategies, (e.g., traffic light)			
- schedule weekly conferences to provide feedback on their learning			
- ensure major assignments are staged to permit time for feedback and action			
D. Developing students' ability to monitor their own learning	R	S	U
I explicitly make connections between the purpose of a task and the learning goal(s).			
I encourage students to think continuously about the criteria for success, and to look for the criteria in their demonstrations of learning.			
I involve students in defining and applying success criteria.			
I use a variety of strategies, (e.g., a think-aloud) to explicitly model providing descriptive feedback.			
I have students use criteria to provide feedback to peers and to self-assess.			
I provide students feedback on the quality of the peer- and self-assessments.			

Appendix B **Feedback Quotes**

Feedback is one of the most powerful influences on learning and achievement,
but this impact can be either positive or negative.
Hattie & Timperley (2007)

Feedback can be the information that drives the [formative] process,
or it can be a stumbling block that derails the process.
Brookhart (2008)

To craft teacher feedback that leads to learning, put yourself in the student's shoes.
Brookhart (2007)

Learning is more likely to be fostered when feedback focuses on features of the task
(success criteria) and emphasizes learning goals.
Kluger & DeNisi (1996)

It's the quality of the feedback rather than its existence or absence that determines its power.
Stiggins et al (2004)

When students know that there are no additional opportunities to succeed,
they frequently take teacher feedback on their performance and
stuff it into desks, back packs, and wastebaskets.
Reeves (2004)

In giving students descriptive feedback, you have modeled the kind of thinking
you want them to do as self-assessors.
Chappuis (2005)

The most important instructional decisions are made, not by the adults working in the
system, but by the students themselves.
Stiggins et al (2006)

[Sadler] argued that it was insufficient simply to point out right and wrong answers
to students. For assessment to be 'formative,' a student must:
- come to hold a concept of quality roughly similar to that of the teacher
- be able to compare the current level of performance with the standard
- be able to take action to close the gap.
Shepard (2005)

Appendix B **Feedback Quotes** (continued)

Kluger and DeNisi (1996) found that one-third of the studies showed negative effects – feedback about performance actually harmed learning outcomes … positive outcomes were more likely when feedback focused on features of the task – such as how the student could improve in relation to the standards – and emphasized learning goals instead of lavishing non-specific praise or making normative comparisons.
Shepard (2005)

A major role for teachers in the learning process is to provide the kind of feedback to students that encourages their learning and provides signposts and directions along the way, bringing them closer to independence.
Earl (2003)

Praise addressed to students is unlikely to be effective, because it carries little information that provides answers to any of the three questions: Where am I going? How am I going? and Where to next?, and too often deflects attention from the task.
Hattie & Timperley (2007)

Good feedback systems produce a stream of data to students about how they're doing – a flow of pieces of information that is hourly and daily as opposed to weekly and monthly (which is the rate of feedback produced by systems that rely on tests).
Saphier et al (2008)

For feedback to have maximum effect, students have to be expected to use it to improve their work and, in many cases, taught how to do so. This is where student self-assessment and goal setting become part of the package.
Saphier et al (2008)

Our goal in assessment reform is thus not merely to design more engaging and authentic tasks but to build in the kind of frequent feedback and opportunities to use that feedback that are found in all effective performance systems.
Wiggins (1998)

It was only when I discovered that feedback was most powerful when it is from the *student to the teacher* that I started to understand it better. When teachers seek, or at least are open to feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible.
Hattie (2009)

Appendix C **Reading List**

Black, P., Harrison, C., Lee, C., Wiliam, D. (2003). *Assessment for Learning: Putting It Into Practice.* New York, NY: Open University Press. 42 – 49.
Reports on a study of teachers implementing assessment for learning practices. Chapter 4 includes a focus on feedback, its benefits and the challenges teachers overcame in implementing 'feedback by comments without marks.'

Brookhart, S. M. (2007) Feedback That Fits. *Educational Leadership.* 65(4). 54-59.
Provides an overview of effective ways to deliver feedback. It includes a student writing sample, modelling ineffective and effective feedback.

Brookhart, S. M. (2008) *How to Give Effective Feedback to Your Students.* Alexandria, VA: ASCD.
A comprehensive treatment of how to provide effective feedback, including the research on feedback, examples, and practical strategies for implementing effective feedback in the classroom.

Chappuis, J. (2009). *Seven Strategies of Assessment for Learning.* Portland, OR: Educational Testing Service.
Discusses the impact of formative assessment, outlining seven related strategies. Chapter 3 describes the characteristics of effective feedback. Provides numerous examples and suggestions for implementation, including reproducible resources.

Hattie, J. & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research.* 77(1). 81-112.
This article provides a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. The authors propose a feedback model that identifies the characteristics of effective feedback, and discuss some related issues.

Moss, C. & Brookhart, S. (2009). *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders.* Alexandria, VA: ASCD.
Identifies feedback as one of six elements of formative assessment. Chapter 3 provides specific strategies for teachers to consider in framing and delivering feedback to students.

Nicol, D. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education.* 31(2). 199-218.
The authors identify seven principles of good feedback practice that support student self-regulation.

Rodgers, C. (2006). Attending to Student Voice: The Impact of Descriptive Feedback on Learning and Teaching. *Curriculum Inquiry.* 36(2). 209 – 237.
Examines descriptive feedback as a "conversation between a teacher and his or her students." The author provides questions teachers can pose to help students reflect on their learning, and six 'caveats' for receiving feedback from students.

Saphier, J., Haley-Speca, M. Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills.* Acton, MA: Research For Better Teaching, Inc. 460 – 473
The chapter on Assessment (Ch. 19) describes ways for providing an ongoing "stream" of feedback to help students improve.

Wiggins, G. & McTighe, J. (2005) *Understanding by Design.* Alexandria, VA: ASCD.
Focuses on "developing and deepening understanding of important ideas" (p. 3) The authors offer an approach to designing curriculum, instruction, and assessment.

Appendix D **Sample Templates - Feedback Cue Card** (Segment 4 - 2:14)

Task: _____   **Unit:** _____

Name: _____   **Date:** _____

Look Fors Below is a list of success criteria to use as you complete the activity.	**Teacher Feedback** Compare this feedback with the Look Fors on the left.	**Student Actions** List specific ways you responded to teacher feedback.

Metacognition: Look at the feedback provided, and identify two specific steps to improve next time.

Adapted from L. Johnston, 2008