Delivering Effective Feedback
Resource Bundle

I. Delivering Effective Feedback Resource
II. Criteria Guide Supplement
III. References
## Observations

*Film yourself or have a trusted colleague observe a lesson. Observations can be recorded in the box below. Then, evaluate your feedback by using the checklist.*

| Corrective | □ Informs students about what is correct or incorrect about their work.  
             □ Includes specific references to elements within the work.  
             □ Prompts students to continue working on a task until they succeed. |
|------------|--------------------------------------------------------------------------|
| Timely     | □ Provides feedback while there is still time to act upon it.  
             □ Responds immediately to student questions or misunderstandings.  
             □ Returns assignments and formative assessments with feedback while the student still has time to make improvements toward the learning goal. |
| Specific to Criterion | □ Tells students where they are in relation to the learning goal.  
                           □ Provides next steps for students to take in progress toward the learning goal.  
                           □ Provides feedback against set criteria or bar of mastery. |
| Student-driven | □ Provides a way for students to track their own progress toward the learning goal.  
                          □ Provides a structure for students to identify their own next steps.  
                          □ Provides a means for students to maintain an informal record of their performance (i.e. a checklist, a rubric for process or product). |
### Corrective

The most effective feedback informs students about what is correct or incorrect about their work or response, and prompts them to continue working on a task until they succeed.

- Feedback should include specific reference to elements within the work. ("Your answer is correct because you used _____ to solve that problem, just like we learned in class today.")

### Timely

The greater the delay in providing feedback, the less improvement in achievement (Wiggins, 2012).

- Give feedback immediately after the student asks for it, if possible.
- Respond to student questions and confusion as soon as possible.
- Feedback should be given quickly enough for the student to use it to improve and grow before the next assessment.

### Specific to Criterion

Feedback should tell students where they are in relation to a specific learning goal. It should clearly inform them how close or distant they are to accomplishing the learning objective(s).

- Establish a set of criteria that defines the bar for mastery.
- Provide (or help students identify) next steps to take to improve their work so that it meets the criteria or bar for mastery.
- Encourage students to continue working on a task until they succeed.

### Student-Driven

Students can learn to track their own progress. Teachers can help them set up and maintain an informal record of their performance.

- Help students define what successful achievement of the goal(s) looks or sounds like.
- Provide students with examples or models of work that achieves the learning goal.
- Help students evaluate their work against the criteria for success.
- Set up times so students can reflect on their progress.


