

# How to Give Effective Feedback to Your Students

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## Feedback that Feeds Forward



Describe the work's strengths and make one suggestion for a next step.

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## Poll Question

How do your students receive most of your feedback?

- Orally, in class while they are working
- In writing, on classroom practice work
- In writing, when graded work is returned

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### Success Criteria

- Students “look-fors”
- Sharable in several ways
  - I can statements
  - Rubrics
  - Checklists
  - Guiding questions
  - By analyzing exemplars



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### Feedback Requires a Learning Target

When students are aiming to learn something, feedback helps them with learning:

- Where am I going?**
- Where am I now?**
- How can I close the gap?**



The feedback should be based on the criteria for success that are part of the learning target.

When students are just doing assignments to comply with teacher directions, feedback becomes just more directions to follow.

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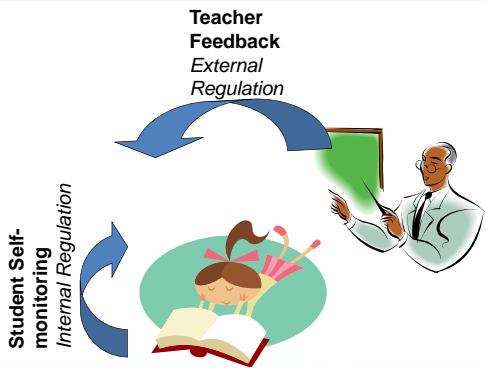
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### Feedback That Feeds Forward...

- Describes the work's strengths first.
- Makes at least one suggestion for a next step.
- Uses different amounts of scaffolding for different students' needs
  - **Remind** students of the learning target
  - Ask detailed, focused questions/suggestions (**scaffold**)
  - Provide **examples** of how to do it

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### Reviews of Feedback Research

Have mostly addressed characteristics of the message and its timing.

- Kluger & DeNisi (1996)
- Mason & Bruning (2001)
- Mory (2004)
- Hattie & Timperley (2007)
- Shute (2008)
- Van der Kleij, Feskens, & Eggen (2015)

The formative assessment literature tells us that there are two other important aspects to effective feedback.

- BOTH the teacher and student learn from the episode.
- Students have an IMMEDIATE OPPORTUNITY TO USE the feedback.

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### Three Views of Feedback



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### Characteristics of Effective Feedback



- Is it descriptive?
- Is it timely?
- Does it contain the right amount of information?
- Does it compare the work to criteria?
- Does it focus on the work?
- Does it focus on the process?
- Is it positive?
- Is it clear?
- Is it specific (but not too specific)?
- Does its tone imply the student is an active learner?

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*Dear Librarian,* <sup>what book?</sup>  
 I want you to <sup>by</sup> ~~buy~~ this book again  
 because it is a <sup>very</sup> funny book and  
 it has <sup>is</sup> ~~mystreys~~ in it. That's why  
 I want you to <sup>buy</sup> ~~buy~~ it. <sup>Add more.</sup>  
*Sincerely,*

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I want you to <sup>by</sup> ~~buy~~ this book again  
 because it is a <sup>very</sup> funny book and  
 it has <sup>is</sup> ~~mystreys~~ in it. That's why  
 I want you to <sup>buy</sup> ~~buy~~ it.

*These are two good reasons.  
 Can you add the name of  
 the book and explain why  
 these reasons are important?  
 For example, "I feel \_\_\_\_\_  
 when I read funny stories"  
 or "Mysteries are great  
 because \_\_\_\_\_."*

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### Characteristics of Effective Feedback



- What did the student learn from the feedback?
- What did the teacher learn from the feedback?

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### Feedback Example



Compare & contrast the two examples

What the teacher learned	What the student learned
High school	example
Elementary	example

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### Poll Question

In which class did the teacher learn something about how the student was thinking?

- Ninth grade, in the conference about Jake's writing
- Fifth grade, in the conference about Stephen's writing

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### Characteristics of Effective Feedback



- What next step(s) should the teacher and student take to use this feedback for learning?
- Were these next steps taken?
- Did learning improve?

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### Poll Question

Which of these best describes the way you most often give students opportunities to use feedback?

- I plan class time for revising work based on feedback
- Students revise work at home if they wish
- Students use feedback from one assignment the next time they do similar work

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### 5<sup>th</sup> Grade Oral Feedback Example Work on One Assignment



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### Written Feedback Example

Eighth grade pre-Algebra, solving one-step equations.

Solve. Show all steps! The steps are worth points! (4 pts each)

1)  $x + 3 = 9$   
 $x = 6$   
 ~~$9 - 3 = 6$~~   
 ~~$6 = 6$~~  -2

2)  $t - 8 = -4$   
 ~~$t = 4$~~   
 ~~$-12 = -4$~~   
 ~~$-16 = -3$~~   
\* The steps we show are the "inverse operations". We are not "guessing/checking" anymore.  
h = inverse operation: multiplication

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### Some Notes about Feedback and Differentiation



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### Feedback for Different Learners

- Successful and moderately successful students
  - Describe the work against criteria
  - Suggest at least one next step
  - Use reminder or scaffold prompts
- Students who struggle somewhat
  - Describe the work against criteria
  - Suggest at one next step
  - Use scaffold or example prompts
- Students who struggle a lot
  - Describe the work in self-referenced terms
  - Reteach

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Answer the following questions by using complete sentences.

*THINKING QUESTIONS*  
 Why are some animals at risk of dying out? *Animals are dying because people are cutting down trees, polluting, and hunting!*

*How can we stop pollution?*  
 2. What can people do to help animals that are at risk? *People can stop hunting, cutting down trees, and polluting so animals won't die.*

*What would happen if we stopped hunting completely?*  
 3. Why might some baby orangutans need to be cared for by humans? *They have to because their homes can't be destroyed and their parents could have died.*

*read complete thoughts in your answers.*

Excellent work!  
 You used complete sentences with a subject and predicate. You also used correct punctuation and capital letters to start your sentence.

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Answer the following questions by using complete sentences.

*\* Use a capital letter at the beginning of a sentence.*

*Good complete thought*  
 1. Why are some animals at risk of dying out? *Over-hunting, loss of habitat, and pollution.*

*Use punctuation at the end of a sentence.*  
 2. What can people do to help animals that are at risk? *Plant more trees, create more parks, and stop hunting.*

*Use punctuation at the end of a sentence.*  
 3. Why might some baby orangutans need to be cared for by humans? *There are parents that are killed or die.*

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## Summary

For feedback to **feed learning forward**

- Students AND teachers need to use assessment information
- The information should be about UNDERSTANDING more than correctness
- Plan further instruction that gives students an opportunity to use the feedback RIGHT AWAY

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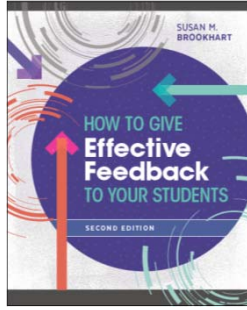
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**Questions?**

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