

Equity and Access for All Students:

MTSS Conference 2014

Keeping Students Engaged: Practical Strategies for Increasing Feedback and Opportunities to Respond

September 9, 2014

Christine Martin

Feedback Strategies

Feedback Strategies Can Vary In ...	In These Ways ...	Recommendations for Good Feedback
Timing	When given How often	Provide immediate feedback for knowledge of facts (right/wrong). Delay feedback slightly for more comprehensive reviews of student thinking and processing. Never delay feedback beyond when it would make a difference to students. Provide feedback as often as is practical, for all major assignments.
Amount	How many points made How much about each point	Prioritize—pick the most important points. Choose points that relate to major learning goals. Consider the student's developmental level.
Mode	Oral Written Visual/demonstration	Select the best mode for the message. Would a comment in passing the student's desk suffice? Is a conference needed? Interactive feedback (talking with the student) is best when possible. Give written feedback on written work or on assignment cover sheets. Use demonstration if "how to do something" is an issue or if the student needs an example.
Audience	Individual Group/class	Individual feedback says, "The teacher values my learning." Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for reteaching.

Feedback Content

Feedback Content Can Vary In ...	In These Ways ...	Recommendations for Good Feedback
Focus	On the work itself	When possible, describe both the work and the process—and their relationship.

From: Brookhart, S.M. (2008). *How to give effective feedback to your students*. Alexandria, VA: ASCD.

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	<p>On the process the student used to do the work</p> <p>On the student's self-regulation</p> <p>On the student personally</p>	<p>Comment on the student's self-regulation if the comment will foster self-efficacy.</p> <p>Avoid personal comments.</p>
Comparison	<p>To criteria for good work (criterion-referenced)</p> <p>To other students (norm-referenced)</p> <p>To student's own past performance (self-referenced)</p>	<p>Use criterion-referenced feedback for giving information about the work itself.</p> <p>Use norm-referenced feedback for giving information about student processes or effort.</p> <p>Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal.</p>
Function	<p>Description</p> <p>Evaluation/judgment</p>	<p>Describe.</p> <p>Don't judge.</p>
Valence	<p>Positive</p> <p>Negative</p>	<p>Use positive comments that describe <i>what</i> is well done.</p> <p>Accompany negative descriptions of the work with positive suggestions for improvement.</p>
Clarity	<p>Clear to the student</p> <p>Unclear</p>	<p>Use vocabulary and concepts the student will understand.</p> <p>Tailor the amount and content of feedback to the student's developmental level.</p>
Specificity	<p>Nitpicky</p> <p>Just right</p> <p>Overly general</p>	<p>Tailor the degree of specificity to the student and the task.</p> <p>Make feedback specific enough so that students know what to do but not so specific that it's done for them.</p> <p>Identify errors or types of errors, but avoid correcting every one (e.g., copyediting or supplying right answers), which doesn't leave students anything to do.</p>
Tone	<p>Implications</p> <p>What the student will "hear"</p>	<p>Choose words that communicate respect for the student and the work.</p> <p>Choose words that position the student as the agent.</p> <p>Choose words that cause students to think or wonder.</p>