


FIGURE 7.6 Using Hattie’s Three Important Questions in Feedback Sessions

| WHERE AM I GOING? | HOW AM I GOING THERE? | WHERE TO NEXT? |
|--|---|---|
| Teacher Task | Teacher Task | Student Task |
| Before Real-Time Feedback | During Real-Time Feedback | Directly Following Real-Time Feedback |
|  | | |
| <p>Prior to a real-time feedback session, teachers should:</p> <ul style="list-style-type: none"> ● Identify the target learning goal or skill that is the focus of a particular task/assignment. ● Articulate in writing what accomplishing that learning goal successfully looks like and/or design a one-skill rubric that describes what this skill looks like for learners who are (1) beginning, (2) developing, (3) proficient, and (4) have mastered that skill. ● Give students this learning goal statement and/or one-skill rubric to provide them with a clear destination or path for developing. <p><i>Note:</i> Read Chapter 8 to learn more about the one-skill rubric.</p> | <p>During real-time feedback, teachers can provide specific process (Level 2) feedback encouraging students to dig deeper, make connections, try another approach, or synthesize information. The goal is to help learners move along the spectrum from beginning to mastery.</p> | <p>Directly following a real-time feedback session, students need time to take the process feedback (notes, comments, questions, suggestions) they received and identify where they need to go next in a declarative statement on their document.</p> <p>This student-generated “where-to-next” statement helps students to take the feedback they received and create their own learning goal or action item to provide them with a clear path forward.</p> <p>These where-to-next statements also provide invaluable feedback for teachers who can use them to personalize instruction to support their students.</p> |

Source: Adapted from Hattie, (2012).