

Characteristics of Formative Feedback

References the extent to which the success criteria are met.

- The feedback maintains a focus on the learning intention for the lesson

Provides guidance on what the student needs to do next.

- The feedback provides explicit next steps in the form of a hint, cue, or model that the student can take to move closer to meeting the success criteria.
- The feedback provides not too much or not too little guidance to the student.

Is usable by the student.

- In particular, the feedback is
 - worded in a way that students can understand it,
 - concrete and specific,
 - prioritized and
 - timely.

Recommendations for Providing and Using Formative Feedback

1. Include planning for formative feedback as part of your lesson planning.
2. Provide feedback to students that points out what criteria have been met (if any), what criteria have not been met (if any), and a suggestion for a next step to move learning forward.
3. Keep the feedback specific and focused on the success criteria.
4. Make sure students understand the feedback they're receiving.
5. Follow up to find out what the learner did with the feedback he or she received.
6. Explicitly teach students about the meaning, purpose, and use of formative feedback.
7. Provide time and support to help students be successful in acting on the feedback.