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.
- ${}^{\raisebox{3.5pt}{\text{\circle*{1.5}}}}$ 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.

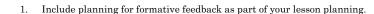


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Formative Feedback

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Recommendations for Providing and Using Formative Feedback



- 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.
- 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
- Provide time and support to help students be successful in acting on the feedback.



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