

ANALYZING FEEDBACK OPPORTUNITIES

As you visit classrooms, notice the ways in which feedback is given to students. Use the following tool to determine areas of need based on what you observe in classes.

The feedback was	Rarely	Sometimes	Often
Linked to the learning intentions			
Accurate and trustworthy (with teachers and students in agreement about what counts as success)			
Integrated into the flow of the lesson and provided when students need it to improve learning			
Initiated by students			
Focused on strengths and “where to next,” but did not threaten self-esteem			
Directed toward enhanced self-efficacy and more effective self-regulation			
Conversational (either written or oral) rather than one-way			
Used in conjunction with self- and/or peer-assessment			
Actionable with the student given time in which to respond to and act on feedback			
Focused on effort rather than only success			

Source: Adapted from The Education Hub (n.d).

Which areas are strong in your school or district? Where does effort need to be allocated?
