

Feedback Strategies Can Vary in Terms of . . .	In These Ways . . .	Examples and Things to Consider
Timing	<p>When is the feedback given?</p> <p>How often is the feedback given?</p>	<ul style="list-style-type: none"> • Provide immediate feedback for content (right/wrong). • Delay feedback slightly for more mathematical practices and science and engineering practices. • Never delay feedback beyond when it would make a difference in students' learning in the moment. • Provide feedback as often as is practical for all processes, tasks, and products.
Amount	<p>How many feedback points?</p> <p>How much information is in each point?</p>	<ul style="list-style-type: none"> • Focus on those points that are directly related to the success criteria. • Choose those points that are essential for closing the gap. • Consider the developmental stage of the learner (e.g., kindergarteners compared to high school seniors).
Mode	<p>Oral</p> <p>Written</p> <p>Visual/ demonstration</p>	<ul style="list-style-type: none"> • Select the best mode for the message. • When possible, it is best to engage in dialogue and questioning with the learner. • Give written feedback on written work. • Use teacher or student modeling if “how to do something” is an issue or if the student needs an example.
Audience	<p>Individual</p> <p>Group/class</p>	<ul style="list-style-type: none"> • Individual feedback says, “The teacher values my learning.” • Group/class feedback works if most of the learners need the feedback. If not, group/class feedback is not effective. • Would it suffice to make a comment when passing the learners as they work on a problem or experiment? • Is a one-on-one conference better for providing feedback?

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