

# Self Study Checklist

Learning objectives and goals anchor each of the chapters. These objectives and goals can be used as a checklist to ensure you meet your personal and professional goals for each chapter. Take a moment to decide how you want to focus your work with the formative feedback framework and what you would like to cover in depth.

## Chapter 1: On the Role of Learning Goals, Tasks, and Cycles of Feedback for Continuous Improvement

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- identify important aspects of purpose-driven feedback and why learning goals matter for guiding formative feedback;
- understand and list qualities of purpose-driven feedback;
- explain why purpose-driven feedback must be visible to teachers, students, parents, and others; and
- apply specific schematic representations (e.g., taxonomies) for defining learning goals to feedback cycles and routines.

## Chapter 2: Teacher-Driven Feedback

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- ❑ identify important aspects of teacher-driven feedback and why they matter for planning a lesson and/or unit;
- ❑ define what teacher-driven formative feedback is and isn't, based on research;
- ❑ list affordances and constraints of synchronous and asynchronous feedback;
- ❑ discuss how our beliefs about performance tasks, projects, and long-term assignments may influence our feedback-related interactions with students;
- ❑ explain why even when the feedback process may be teacher-driven, students must do the work and own the process;
- ❑ use the paradigm of “the three Es of a formative feedback process” (i.e., does the process engage, elicit, and extend?) to reflect on my instructional practices; and
- ❑ apply research-based strategies to influence the effectiveness of time spent in feedback cycles and interactions with students.

## Chapter 3: Peer-to-Peer-Driven Feedback

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- ❑ identify a variety of ways to make the peer-to-peer feedback process interactive;
- ❑ define what peer-to-peer formative feedback is and isn't, based on research;
- ❑ describe how to use a progress guide to support peer-to-peer feedback protocols and processes;
- ❑ apply/tailor a peer-to-peer scaffold to support feedback exchanges for students; and
- ❑ explain feedback goals and purposes for peer-to-peer interactions with tasks, projects, and long-term assignments.

## Chapter 4: Self-Driven Feedback

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- ❑ identify a variety of ways in which the self-driven feedback process is based in learning goals and success criteria;
- ❑ define what self-driven formative feedback is and isn't, based on research;
- ❑ distinguish between general self-regulatory skills and content-specific forms of self-assessment based on a project, task, or long-term assignment;
- ❑ explain how self-assessment, self-driven formative feedback, and self-regulation of learning relate to one another; and
- ❑ apply the concept of a progress guide anchored in clear learning goals to help tailor students' feedback to themselves so that it is relevant and task related.

## Chapter 5: Feedback With the Whole Class

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- ❑ identify what is most salient/important when it comes to whole-class formative feedback—that is, that whole-class formative feedback processes/interactions should:
  - ❑ apply to all students,
  - ❑ involve checking for understanding and responding appropriately to gaps in understanding as appropriate, and
  - ❑ occur when students can put the formative feedback to use immediately;
- ❑ understand the role of concrete, visible scaffolds for supporting students' growth in the whole-class configuration;
- ❑ explain how to use a progress guide for teacher use to plan differentiated formative feedback; and
- ❑ apply and/or create a progress guide for teacher use for my curriculum and context.

## Chapter 6: Feedback With Small Groups

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- ❑ describe ways teacher and student self-assessment progress guides can be used to support peer feedback sessions that occur in small-group configuration;
- ❑ understand how the lenses of content focus and process focus can inform how teachers support small-group formative feedback interactions;
- ❑ explain how small-group configurations often influence students' experiences of formative feedback interactions; and
- ❑ create scaffolds, protocols, and routines that will support students through three phases of formative feedback interactions with small groups: before, during, and after formative feedback.

## Chapter 7: Feedback With Individuals

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- ❑ identify strategies that help with planning, monitoring, and maximizing a student's individual experience with formative feedback exchanges of information;
- ❑ understand how planning for and carrying out one-on-one conversations with students can benefit other configurations (whole class and small groups);
- ❑ describe communication repair strategies to try before, during, and after individual formative feedback dialogues;
- ❑ explain how an equitable classroom depends on having a diverse set of tools for engaging, eliciting, and extending formative feedback dialogues with students; and
- ❑ apply the concept and tools from progress guides for student self-assessment and teacher use to support individual/one-on-one formative feedback conversations.

## Chapter 8: Written Feedback

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- ❑ identify the strengths and challenges of written forms of formative feedback in synchronous and asynchronous settings;
- ❑ describe ways to support students who are learning to engage written comments, questions, notations, and so on before, during, and (if necessary) after a formative feedback cycle;
- ❑ explain how the context of the written modality (e.g., online, in-person, synchronous, asynchronous) can influence students' experiences of formative feedback and reduce/increase chances of incorporation of feedback into the next draft of the performance task, project, or assignment; and
- ❑ create protocols, reminders, and routines that will support students in taking up written feedback while ensuring other modalities (spoken and nonverbal) are available to augment interactions.

## Chapter 9: Spoken Feedback

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- ❑ identify the strengths and challenges of spoken forms of formative feedback in synchronous, asynchronous, in-person, and remote settings;
- ❑ describe ways to support students who are learning to engage spoken feedback before, during, and after a formative feedback cycle;
- ❑ explain how the spoken modality can influence students' experiences of formative feedback and reduce/increase chances of incorporation of feedback into next drafts; and
- ❑ apply, revise, and/or create protocols, reminders, and routines that will support students in taking up spoken feedback while ensuring other modalities are available to augment interactions.

## Chapter 10: Nonverbal Feedback

### Learning Objectives and Goals

Upon completing this chapter, I will be able to

- ❑ identify the strengths and challenges of nonverbal forms of formative feedback in synchronous, asynchronous, in-person, and remote settings;
- ❑ understand how planning for and reflecting on nonverbal formative feedback can benefit students with widely differing personalities, backgrounds, and needs;
- ❑ describe ways to support students who are learning to engage with nonverbal feedback before, during, and after a formative feedback cycle;
- ❑ explain how the context in which nonverbal feedback and communication occurs (e.g., online, in-person, synchronous, or asynchronous) can influence students' experiences of formative feedback and reduce/increase chances of incorporation of feedback into the next draft of a performance task, project, or assignment; and
- ❑ create protocols, reminders, and routines that will support students in taking up nonverbal feedback while ensuring other modalities are available to augment interactions.