9 Is It Time for Feedback?

TIME:

20 minutes for overview of checklists

ASSOCIATED INFLUENCE AND EFFECT SIZE:

Metacognitive strategies:
0.60

Feedback:
0.70

Help seeking:
0.72

Assessment-capable visible learners:
1.44

RELATED TOOLS AND RESOURCES:

Is It Time for Feedback? Checklist

Overview

This lesson is a set up to support students in seeking feedback from themselves, peers, or the teacher. There are prompts to the student that will help structure thinking about what kind of feedback they need and who could be a support in providing it. The goal is to equip students with self-talk and strategies that drive their own ability to provide themselves with feedback or effectively seek it from a peer before immediately going to the teacher, which is what so many students do. In order for these actions to become ingrained in students, the feedback checklists will need to be a routine component of learning.

Teacher Preparation

Students may need support understanding how to use the checklists in the lesson. Examples connected to their current class may support their understanding. It will also be important that the lessons selected for using these checklists lend themselves to students seeking feedback on their own, from a peer or from the teacher.

Teacher Planning Notes:

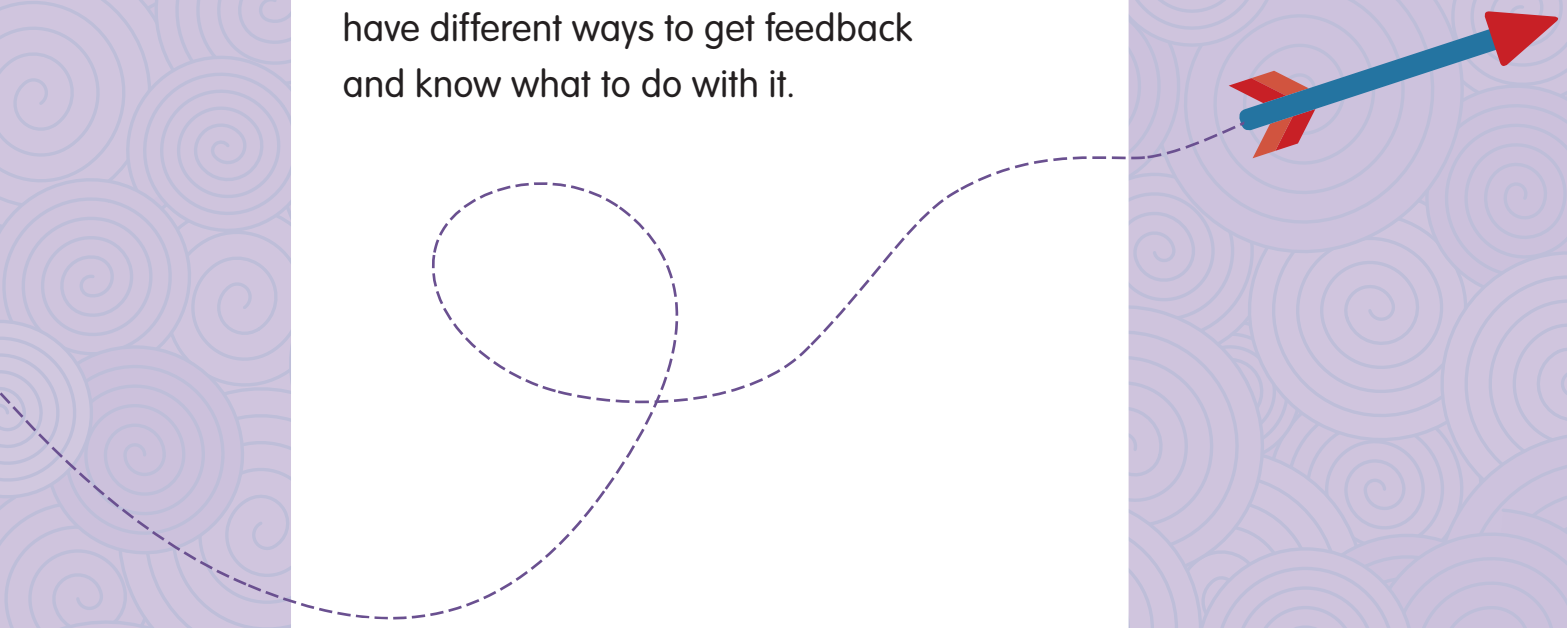
Is It Time for Feedback?

LESSON 9

Feedback is like advice you receive to let you know how you are doing as a learner. The goal of feedback is to help you understand what you need to do in order to get to where you need to be in your learning.

Sometimes you can give yourself the feedback that you need, and other times you may require the help of a peer or the teacher.

Assessment-capable visible learners have different ways to get feedback and know what to do with it.



Here are checklists you can use to help you determine when you need feedback. You will explore ways that you can give yourself feedback or get feedback from a peer or the teacher.

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Is It Time for Feedback? Checklist

Date: _____

I Can't Get Started in My Learning	
What can I do on my **own**?	☐ I can reread the directions to make sure I didn't miss something. ☐ I can review the success criteria. ☐ I can use any resources given to me for help.
What can I do with a **peer**?	☐ I can ask my peer to explain what we should be doing. ☐ I can share the question I have with a peer to see if they could help. ☐ I can ask my peer to show me how they got started.
What can I do with the **teacher**?	☐ I can make sure I understand what I am supposed to be doing. ☐ I can walk through an example with the teacher. ☐ I can ask the teacher to support me in getting started.

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I Got Started, But I'm Not Sure Where to Go Next in My Learning

What can I do on my **own**?	☐ I can review the success criteria. ☐ I can determine what I got right so far and why.
What can I do with a **peer**?	☐ I can make sure I understand what I am supposed to be working on. ☐ I can show my work to my peer and ask for help where I am stuck. ☐ I can ask a peer what they think I have gotten right so far and why.
What can I do with the **teacher**?	☐ I can make sure I understand what I am supposed to be doing. ☐ I can ask for support in figuring out what to do next. ☐ I can ask the teacher to explain the part I am stuck with.

I'm Finished With My Learning

What can I do on my **own**?	☐ I can self-assess my work using the success criteria. ☐ I can identify where I have strengths in my work. ☐ I can identify where I could get better in my work.
What can I do with a **peer**?	☐ I can ask a peer if they agree I met the success criteria. ☐ I can ask a peer to find a strength in my work. ☐ I can ask my peer to show me where I could get better in my work.
What can I do with the **teacher**?	☐ I can ask my teacher if they agree I met the success criteria. ☐ I can ask my teacher to find a strength in my current work. ☐ I can ask my teacher to find a place I could get better in my work.

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