

LEARNING SNAPSHOT

Student Feedback

- Feedback can be defined as providing information to learners about their actions related to how they are progressing on their way to a goal (Wiggins, 2012).
- Providing student feedback is among the top 10 influences on student learning and achievement (Hattie, 2009).
- Effective feedback is logically connected to students' current performance level and their prior knowledge (Hattie, 2009).
- The most useful feedback addresses students' errant interpretations rather than a complete lack of understanding (Hattie, 2012).
- More of the right kind of feedback results in more learning (Hattie, 2009; Marzano, Pickering, & Pollock, 2001).
- The nature of the feedback received rather than the quantity determines its impact on learning. Feedback should focus on the task not the learner and should be provided in manageable parts (Hattie, 2012).
- Descriptive feedback prompts should be related to the task and process, and may involve reminders, scaffolding, or examples as students participate in feedback loops (Clark, 2003).
- Students benefit from process feedback because it helps develop a sense of self-efficacy and helps them self-regulate their learning (Hattie, 2009).

Instructional Practices

- Set academic goals with students.
- Provide feedback about students' current level of performance with information about what they can do next to improve and reach goals.
- Provide feedback that is easy to understand and tangible.
- Provide feedback at a time when students' work is fresh in their minds.
- Allow opportunities for students to incorporate formative feedback into final work products.
- Provide consistent feedback that makes use of tools such as rubrics or exemplar products.
- Encourage students to use metacognitive strategies and to self-assess their progress toward goals.
- Establish a classroom where errors are welcomed and are viewed as opportunities to learn.
- Provide feedback using a variety of formats, conferences with students, and the use of technology.

Resources

Models, Critique, and Descriptive Feedback: Booklet Three of the Student-Engaged Assessment Toolkit: Support Common Core Success in the Classroom

This toolkit (pending publication) contains practical advice about providing the kind of specific feedback students need to succeed with the Illinois Learning Standards.

http://webcache.googleusercontent.com/search?q=cache:XVy8AI3hRR4J:https://www.engageny.org/file/7431/download/8.models_critique_descriptive_feedback_toolkit_booklet_nti_0713.pdf+&cd=19&hl=en&ct=clnk&gl=us

Teaching Channel Video: Podcasting to Personalize Feedback

A high school teacher explains how podcasting can be used to provide feedback in the Grades 9–12 English language arts setting. The technique is applicable to other content areas as well.

<https://www.teachingchannel.org/videos/student-feedback-through-technology>

Visible Learning Webinar

The webinar provides information from a synthesis of more than 1,000 meta-studies revealing what works best in raising student achievement.

<https://www.illinoiscsi.org/researchandresources/Lists/Research%20Forum/Forum%20Details.aspx?ID=8&Source=https%3A%2F%2Fwww%2Eillinoiscsi%2Eorg%2Fresearchandresources%2FPages%2FResearch-Forum%2Easpx&ContentTypedId=0x0104003D498B775EBEB24882BE6C9E857F43B8>

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