

Effective Feedback: Feedback That Feeds Forward

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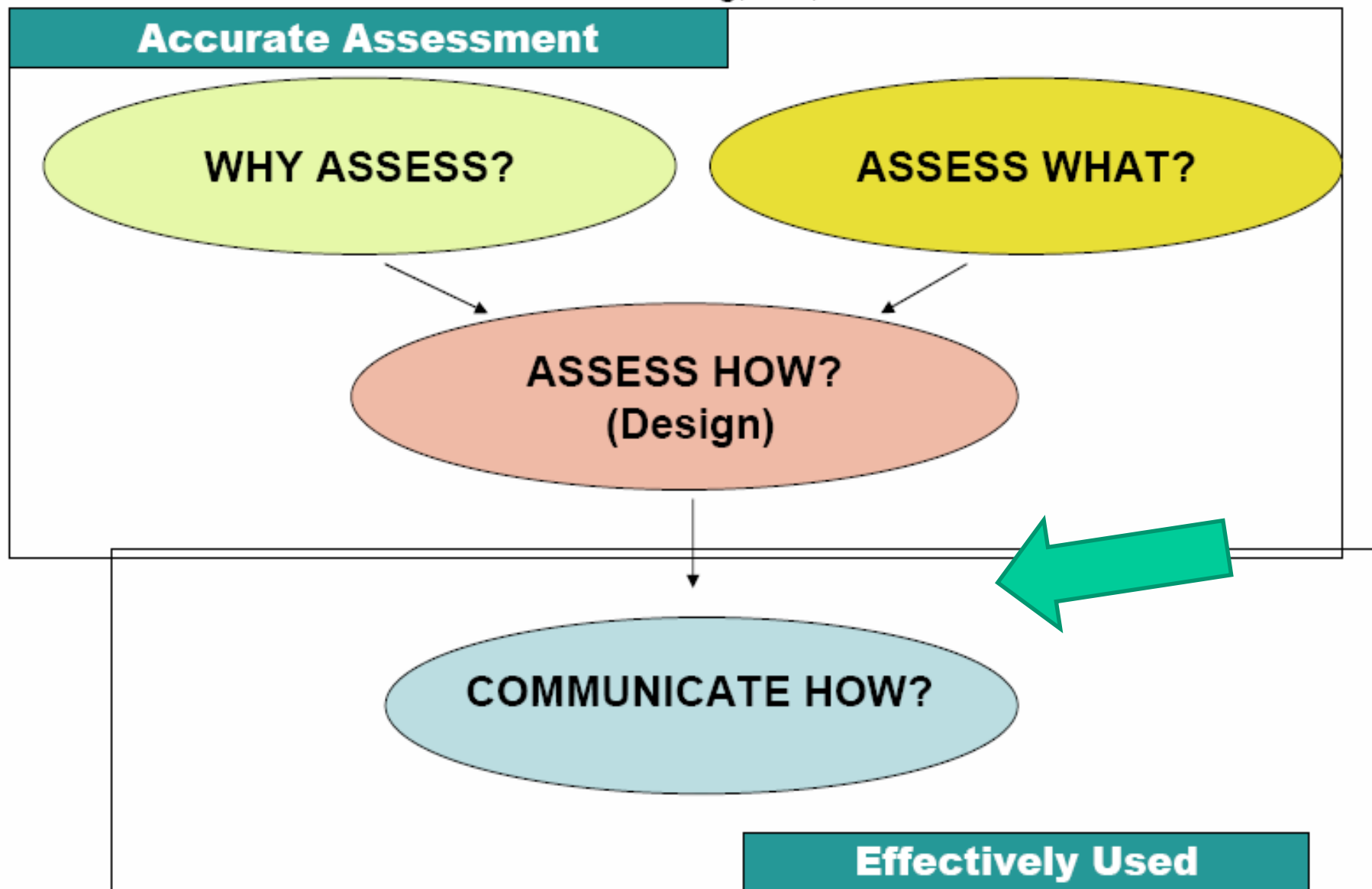
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Keys to Quality Classroom Assessment

Classroom Assessment for Student Learning, ATI, 2004.





Activity...



Feedback Considerations

Timing – when and how often

Amount – how much is too much?

Mode – oral, written, or demonstration?

Audience – individual or group?

Content – what should be included?

Brookhart (2008)

Feedback Content

- Focus
- Function
- Comparison
- Valence
- Clarity
- Specificity
- Tone



Brookhart (2008)

Activity and Discussion

Prompt:

Write a paragraph answering the question, "Do dogs or cats make better pets?"

Student Reply:

This is why I like dogs better than cats. I think dogs are really playful. They can also be strong to pull you or something.

They can come in diferent sizes like a Great Dane or Wener dog. They can also be in diferent colors. Some are just muts others are pedigree. Best of all dogs are cute and cuddly. That is why I like dogs a lot better than cats.

Adapted from Brookhart (2008)

Student Involvement and Communication

- Reflection and Goal Setting
 - *Where am I?*
 - *Where do I need to be?*
 - *What do I need to do to get there?*
- Understanding grading practices
- Student-led conference



Adapted from Stiggins et al. (2004)

Resources

- Teacher feedback tools
- Student self-evaluation tools

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