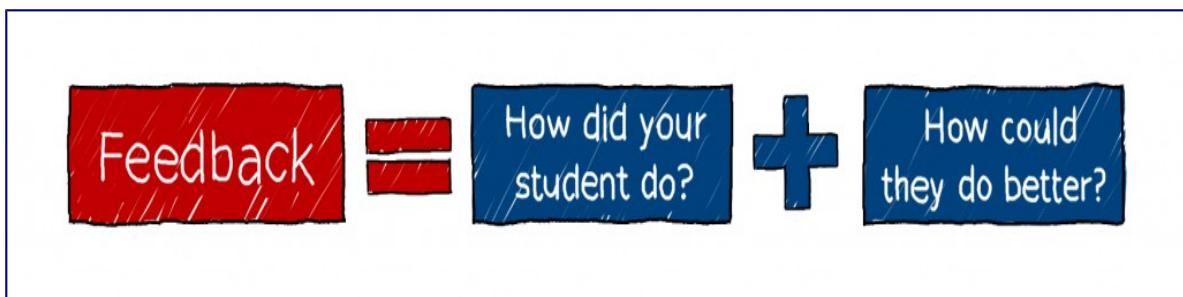


GRILLE FEED BACK

Feedback is information that you give to your students that helps them close the gap between where they are now with their work, and where they could be. The goal of feedback is to provide students with insight that helps them to improve their performance.

The answer to the question, *How to give effective feedback to your students?* involves two steps.

1. Tell your student about their current level of performance
2. Tell them what they could do to improve



You need to consider:

- The nature of the task
- The ability and experience level of the student

There are four ways that you can use feedback to help your students. These are:

1. **Affirming what they did well.**

Whenever you give your students practice problems, whether in class or as homework, you must mark their work so that they can see that they are on track. You should let your students know what they have done right as well as what they have done wrong.

Of course, some tasks, such as writing a story, cannot be right or wrong. In these cases, affirmative feedback involves telling your students what they have done that makes their work better than it used to be.

However, in all cases, you let your student know what they have done that you like, and tell them that you want to see more of it as they continue their practice.

2. **Correcting and directing.**

Your students will not always do things correctly. Making mistakes is part of learning. When your students make errors, it shows that they are willing to push themselves beyond what they have already mastered.

Allowing time for students to make mistakes before you formally assess them enables you to put

feedback to good use.

When students get things wrong, it is vital that they know they wrong, and that they know it quickly. This is especially true when what they are learning is totally unfamiliar, and with students who struggle with the subject you are teaching them.

You need to **correct their mistakes**.

However, you need to do more than just tell them they are wrong. You also need to **direct them to the right answer**.

3. Pointing out the process.

The essence of the *point out the process* form of feedback is that show the child the connection between *their result, what they did to get that result and what they need to do to get a better result*.

This can be as simple as showing them what step they messed up in a math's problem and modelling the steps again using a sample problem. Many tasks involve following a series of steps enabling you to give this type of feedback on a regular basis. You can even do this when marking practice work as a class by modelling how to do the problems on the board, effectively re-teaching your main points. Just be sure to give your students time to do more practice problems afterwards.

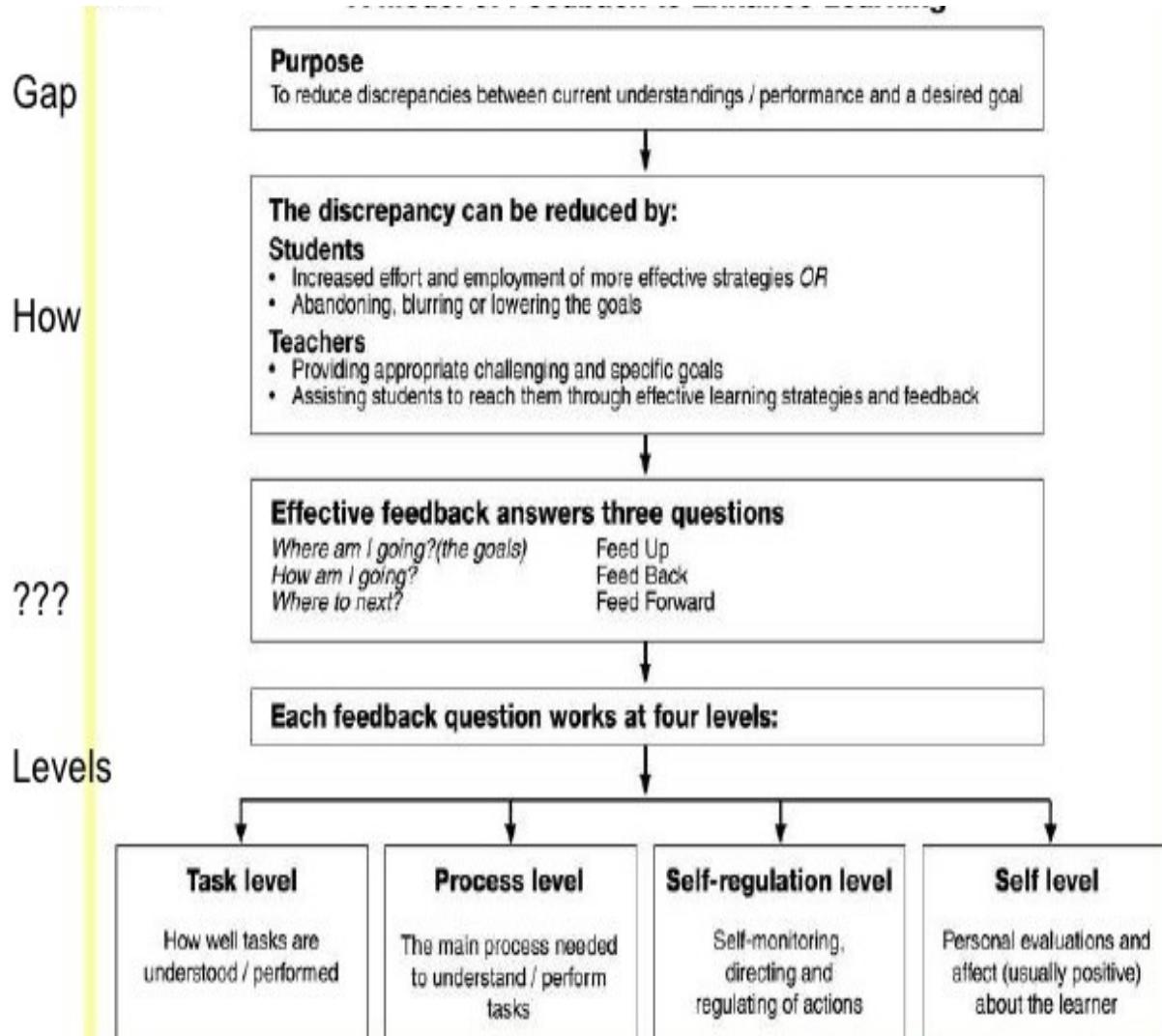
4. Coaching students to critique their own efforts.

Coaching is the art of using questions to help students help themselves. It is a potent strategy to use when giving feedback to more experienced and advanced learners. However, coaching is not effective with learners who are inexperienced at what you have asked them to do or with students who generally struggle with the subject.

Coaching is powerful because it eases students into meta-cognitive strategies, such as monitoring their own performance, evaluating how they approached the task and adjusting the strategies they are using before continuing. Some time ago, my year seven students had been working on how to structure their paragraphs using the hamburger model.

Conclusion

This encouraged the students to take ownership of the whole process by highlighting that they were capable of evaluating their own work and using their insights to improve it



Levels		Major Questions	Three Feedback Questions 	Three Feedback Questions
1	Task	How well has the task been performed; is it correct or incorrect?		Where am I going? What are my goals?
2	Process	What are the strategies needed to perform the task; are there alternative strategies that can be used?		How am I going? What progress is being made towards the goal?
3	Self-Regulation	What is the conditional knowledge and understanding needed to know what you are doing? Self-monitoring, directing the processes and tasks		Where to next? What activities need to be undertaken next to make better progress?
4	Self	Personal evaluation and affect about the learning		

