



Provide Models

GIVING FEEDBACK

Giving students feedback is important in helping them learn what is expected, how they need to adjust their work, and any concepts they might need to spend more time on to understand them fully. In order to be useful, this feedback must be both timely—in that they should receive it before needing to apply it on the next assignment, quiz, or test—and also relevant—based on the learning goals for the class and the specific areas on which they are doing well or need improvement.

TIMELY

Instead of waiting until a student has taken a quiz, test, or other summative assessment, try to give students regular feedback that helps them determine where they stand both based on the skills and content they are learning and with regards to the quality of the work they are submitting. Simple comments as they work on assignments in class, a note on homework they turned in, or corrections and suggestions on rough drafts of papers can all help students better adjust their work before a final graded assignment.

RELEVANT

All feedback should be relevant to the student based on the objectives of the class. While feedback may include comments about spelling, handwriting, rounding numbers, etc., be sure that these are either skills you are having the students work on, or that they are not the primary focus of the feedback. Furthermore, this feedback will be more helpful to students if it goes beyond simply pointing out errors.

EXAMPLES of FEEDBACK

Math Problems

Instead of simply marking a problem right or wrong or giving a certain number of points, note where the student might be struggling with an idea and how they might attempt to fix it.

$$3x + 5 = 20$$

25 is incorrect - think about the opposite of addition.

$$3x = 25$$

$$x = 8 \frac{1}{3}$$

Nice division.

OR

If $x + 2 = 12$, which means $x = 10$, how did I get from the first line to the second?



Written Assignments

When giving feedback on written assignments, tie it into the concepts and skills the class is working on or has covered already. Help the student see areas he or she can improve in relation to grammar, content, vocabulary, or other areas of focus.

Indent new paragraphs.

Martha and I have many similarities. We both enjoy watching
“and” is a conjunction here, so what goes before it?
the Red Sox when they are on TV and we both are very kind to

people. We both enjoy the same music and it is very cool to
How might you combine these two sentences?

like the same music. But we also have many differences. A
What resource could you use to replace one of the “different/ces?”
couple of our differences are that we like to talk about

What word can you use again after “couple?”
different topics, and we have a couple different opinions on

subjects. We also have many different favorite movies. She

Nice use of a semicolon!
likes calm movies; I like action movies. I also like plain food
Can you use our vocabulary to describe some of the types she likes?
and she likes different types of food.

HOW DOES THIS PROVIDE MODELS?

- In giving students feedback that is specific and related to what they have been studying, students will be able to use that as a model for steps they can take when making revisions, solving similar problems, or working on the next assignment.