

## Feedback Practice Inventory

<p><b>Helping Students Understand Where They Are Going</b></p> <p>Helping students understand where they are going typically happens before an instructional cycle begins. The goal is to clarify the outcomes you expect students to master and to give them formal and informal opportunities to monitor their own progress.</p> <p>How are you currently helping students to understand where they are going?</p>	<p><b>Helping Students Understand How They Are Doing</b></p> <p>Helping students understand how they are doing typically happens during an instructional cycle. The goal is to clarify expectations and to give students formal and informal opportunities to compare their own work against authentic examples of those standards in action.</p> <p>How are you currently helping students to understand how they are doing?</p>	<p><b>Helping Students Identify Next Steps Worth Taking</b></p> <p>Helping students identify next steps worth taking typically happens after an instructional cycle ends. The goal is to remind students that the best learners always act after receiving feedback.</p> <p>How are you currently helping students identify next steps worth taking?</p>
<p><b>Activities to Consider</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying essential learning targets that pass the endurance, leverage, and readiness test</li> <li><input type="checkbox"/> Developing unit overview sheets that define essential outcomes in student-friendly language</li> <li><input type="checkbox"/> Asking students to use Not Yet / You Bet lists to track their own progress as learners</li> <li><input type="checkbox"/> Having students use digital tools like Readability Test Tool and Padlet to examine the expectations in the required curriculum</li> </ul>	<p><b>Activities to Consider</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing High and Low Comparison tasks</li> <li><input type="checkbox"/> Developing Revise It Once / Revise It Again activities</li> <li><input type="checkbox"/> Developing Need to Have / Nice to Have activities</li> <li><input type="checkbox"/> Having students use Google Docs or Google Classroom to work alongside exemplars</li> </ul>	<p><b>Activities to Consider</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing reflection checklists</li> <li><input type="checkbox"/> Developing unit analysis forms</li> <li><input type="checkbox"/> Developing feedback forms</li> <li><input type="checkbox"/> Developing next steps reflection sheets</li> <li><input type="checkbox"/> Introducing students to the difference between observation and evaluations</li> <li><input type="checkbox"/> Using Socrative to deliver feedback</li> <li><input type="checkbox"/> Using MasteryConnect to help students identify and act on gaps in their learning in the Secret Agent Code Name activity</li> </ul>

**Reflection Questions to Consider**

1. How would you rate the current feedback practices in your own classroom? Do you deliver the feedback, or are students actively uncovering evidence of their own learning? Does most of the feedback happen before, during, or after learning?
2. How do students react to the feedback? Does it motivate them? Do they take action on it? Do they ignore it? Why?
3. Have you turned feedback into detective work in your classroom? What barriers keep you from turning feedback into detective work? What will you need to do in order to overcome those barriers?
4. Which current feedback practice in your classroom are you the proudest of? How does that feedback practice help students plan for learning, recognize mastery, or move learning forward?
5. Which feedback practice outlined in this book would be the easiest to integrate into your instruction? Why is that feedback practice right for your class at this time?