

Analyzing Teacher Feedback

Feedback Content Components	Goal Checklist	Comments: Effective? Yes or No? Rationale
Focus	The feedback focuses: <ul style="list-style-type: none"> <input type="checkbox"/> On the work itself <input type="checkbox"/> On the process the student used to do the work <input type="checkbox"/> On the student's self-regulation <input type="checkbox"/> Not on the student personally 	
Recommendations: <ul style="list-style-type: none"> • When possible, feedback should describe both the work and the process as well as their relationship. • Feedback can comment on the student's self-regulation if the comment will foster self-efficacy. • Avoid personal, noninstructional comments. 		
Comparison	The feedback compares student work: <ul style="list-style-type: none"> <input type="checkbox"/> To criteria of exemplary work (criterion-referenced) <input type="checkbox"/> To other students (norm-referenced) <input type="checkbox"/> To student's own past performance (self-referenced) 	
Recommendations: <ul style="list-style-type: none"> • Use criterion-referenced feedback to give information about the work itself. • Use norm-referenced feedback to give information about learning processes or student effort. • Use self-referenced feedback for students who need to see the progress they are making. 		
Function	The feedback is: <ul style="list-style-type: none"> <input type="checkbox"/> Description <input type="checkbox"/> Evaluation or judgment 	
Recommendations: <ul style="list-style-type: none"> • Feedback should describe what the teacher observes in the work, such as strengths and weaknesses. • Don't judge in a way that would stop students from trying to improve. 		
Valence	The feedback is: <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Negative 	

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Recommendations: <ul style="list-style-type: none"> • Use positive comments that describe what is well done. • Accompany negative descriptions with positive suggestions for improvement. 		
Clarity	The feedback is: <ul style="list-style-type: none"> <input type="checkbox"/> Clear to the student <input type="checkbox"/> Unclear to the student 	
Recommendations: <ul style="list-style-type: none"> • Use vocabulary and concepts the student can understand. • Tailor the amount and content of feedback to the student's developmental level. • Check to make sure the student understands the feedback. 		
Specificity	The feedback is: <ul style="list-style-type: none"> <input type="checkbox"/> Nitpicky <input type="checkbox"/> Just right <input type="checkbox"/> Overly general 	
Recommendations: <ul style="list-style-type: none"> • Tailor the degree of specificity to the student and the task. • Make feedback specific enough that students know what to do but not so specific that it's done for them. • Identify errors or types of errors, but avoid correcting every one or supplying right answers. 		
Tone	The feedback is: <ul style="list-style-type: none"> <input type="checkbox"/> Responsive <input type="checkbox"/> Respectful <input type="checkbox"/> Supportive 	
Recommendations: <ul style="list-style-type: none"> • Choose words that communicate respect for the student as a learner. • Choose words that position the student as an agent (active, not passive). • Choose words that inspire the student's thinking, curiosity, or wonder. 		

Source: Adapted from Brookhart, S. M. (2008). How to give effective feedback to your students. Alexandria, VA: Association for Supervision and Curriculum Development.