

Teacher Feedback: Self-Assessment

Scale:

1—Needs significant improvement

3—Satisfactory level of consistency and competence

2—Needs some attention

4—High level of consistency and competence

	On a Scale of 1–4, How Well Are You Achieving Each Component?
I offer three types of feedback appropriately: (1) criterion-referenced feedback (comparing student work to established criteria), (2) norm-referenced feedback (comparing student work to exemplars or other students' work), and (3) self-referenced feedback (comparing student work to his or her own past work).	
I provide feedback that describes strengths and weaknesses, along with strategies for improvement, rather than evaluative or judgmental feedback (such as a summative statement of good or bad quality).	
I provide feedback that describes specific qualities of the work in relation to important learning targets, and the feedback encourages students to be mindful of the learning targets.	
I provide a variety of feedback that focuses on a balanced combination of the student task, product, process, and self-regulation.	
I provide an appropriate combination of positive and negative feedback, and I accompany the negative feedback with constructive suggestions for improvement that do not result in reduced student efficacy in learning.	
I provide feedback that is clear and comprehensible to students, check students' understanding of the feedback, and make sure students act on the feedback.	
I provide feedback that is appropriately specific and provides enough details to be instructive and scaffolded, but not overly detailed, nor does it provide the correct answers directly, so as to deprive students of the opportunity of taking actions and figuring out the problems themselves.	
The tone of my feedback is respectful and supportive, and I am aware of my body language as I communicate.	

Sources: Adapted from Brookhart, S. M. (2008). How to give effective feedback to your students. Alexandria, VA: Association for Supervision and Curriculum Development; Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge; Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.