



Providing Oral and Written Feedback to Students

What is it?

Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement and delineates ways to improve. Good feedback is specific, not overwhelming in scope, focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students. (teachingworks.org)

What about for struggling students or students with disabilities?

CEC HLP #8 and #22: Provide positive and constructive feedback to guide students' learning and behavior: The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with the task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals. (highleveragepractices.org)

Evidence

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Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London, England: Routledge.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.

More information at: www.louisville.edu/education/keep

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- What Works Clearinghouse. (2009b, April). *Assisting students struggling with mathematics: Response to Intervention (RTI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

Resources for Preparing Preservice and Inservice Educators

- Teaching Works Video/Page: <https://library.teachingworks.org/curriculum-resources/teaching-practices/providing-feedback-to-students/>
- CEC HLPs: www.highleveragepractices.org
- Supporting Practices: Providing Immediate Specific Feedback and Maintaining a Brisk Pace (Explicit Instruction Course Module 7): <https://intensiveintervention.org/explicit-instruction-supporting-practices-feedback-pace>
- HLPs #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior: <https://highleveragepractices.org/701-2-3/>
- IRIS Case Study: Fostering Student Accountability for Classroom Work: Elementary: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_foster_ele.pdf