Appendix

7 Principles of FORMATIVE FEEDBACK


   - E.g., when students hand in work, ask them what kinds of feedback they would like.

2. Encourage teacher and peer dialogue around learning.
   - Use one-minute papers about learning, assignments, and feedback.
   - Ask students to identify examples of feedback comments they found particularly helpful.

3. Help clarify what good performance is (the goals, criteria, and standards expected).
   - Provide better definitions of requirements using carefully constructed criteria sheets and performance level definitions.

4. Provide opportunities to close the gap between current and desired performance.
   - Increase the number of opportunities for resubmission of work.

5. Deliver high quality information to students about their learning.
   - Relate feedback to predefined criteria.
   - Provide feedback soon after a submission.
   - Provide corrective advice, not just information on strengths/weaknesses.

6. Encourage positive motivational beliefs and self-esteem.
   - Provide opportunities for low-stakes tasks with feedback before giving high-stakes task with grades.
   - Provide grades on written work only after students have responded to feedback comments.

7. Provide information to teachers that can be used to help shape the learning.
   - Have students identify where they are having difficulties when they hand in assessed work.
   - Use anonymous one-minute papers at end of a class session.

The full document can be found online at:
http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=353 (click on “Download Publication”)