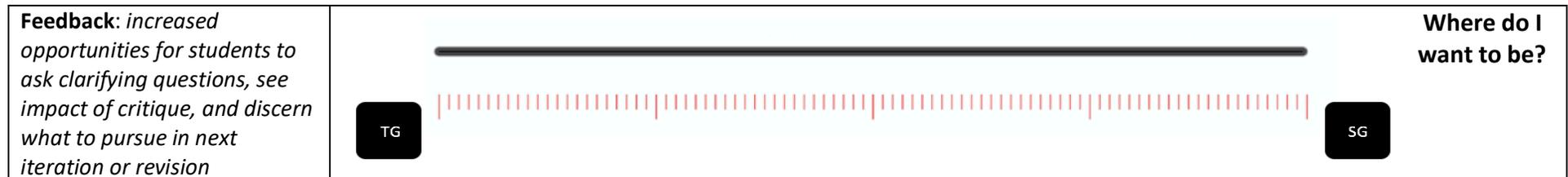


## Feedback Tool

**Purpose:** There is an interrelationship between evaluation, feedback, and goals. The aim for evaluation is for students to be able to develop a strong capacity for judging their work based on both internal and external criteria. The aim of feedback is to provide data to the student to guide their judging and improving process. They need to be (1) ready to question the quality of their work—it needs to be far along enough in the process to be open to modifying and improving based on what they see as well as what other credible sources might see (2) learn how to respond to the feedback and be open to strategies for improving the work and (3) based on feedback about in process or completed work, set goals for the next iteration of work. The aim of goals is for the student to have greater clarity and commitment to continuous learning.



**Teacher Generated:** In this phase, teachers initiate the process for feedback. They may provide specific times—for example, check in points on a project or response to first draft writing or thinking—specific ways—for example, a conference, a digital response using something like a tracking tool, a virtual interaction. Students need to be prepared for the feedback by self-monitoring and identifying areas of confusion or concern. Here are some questions that teachers might ask students to set the stage for responsive advice:

- *Where are you in this work?*
- *What are some areas in which you have concerns?*
- *Do you think that you are approaching the evaluation standards for this work?*

Key outcome questions for this conference could be to set the stage for responsive advice:

- In what ways might you need to redirect your efforts?
- What strategies might help you to work toward improvement?
- How could you chunk the work into a meaningful time line and when can we mark the next opportunity for feedback?

**Co-Created:** In this phase, students have had some practice with receiving feedback. They now are able to not only receive but also give feedback. To build reciprocal relationships around feedback, teachers should provide a structure process using protocols to facilitate the questions asked both by the person receiving feedback as well as the person offering advice. Check the critical friends protocol at ([nsf.org](http://nsf.org))

**Student Generated:** In this phase, students recognize the benefits and value of feedback and are better able to identify the potential sources who might offer credible advice. They are encouraged to go beyond the sources in the classroom. They might reach out to experts in the field or to the people with whom they are trying to communicate. In this phase, students name the times and ways they want to receive feedback and have enough self-knowledge to know how to use feedback to continuously improve their work.