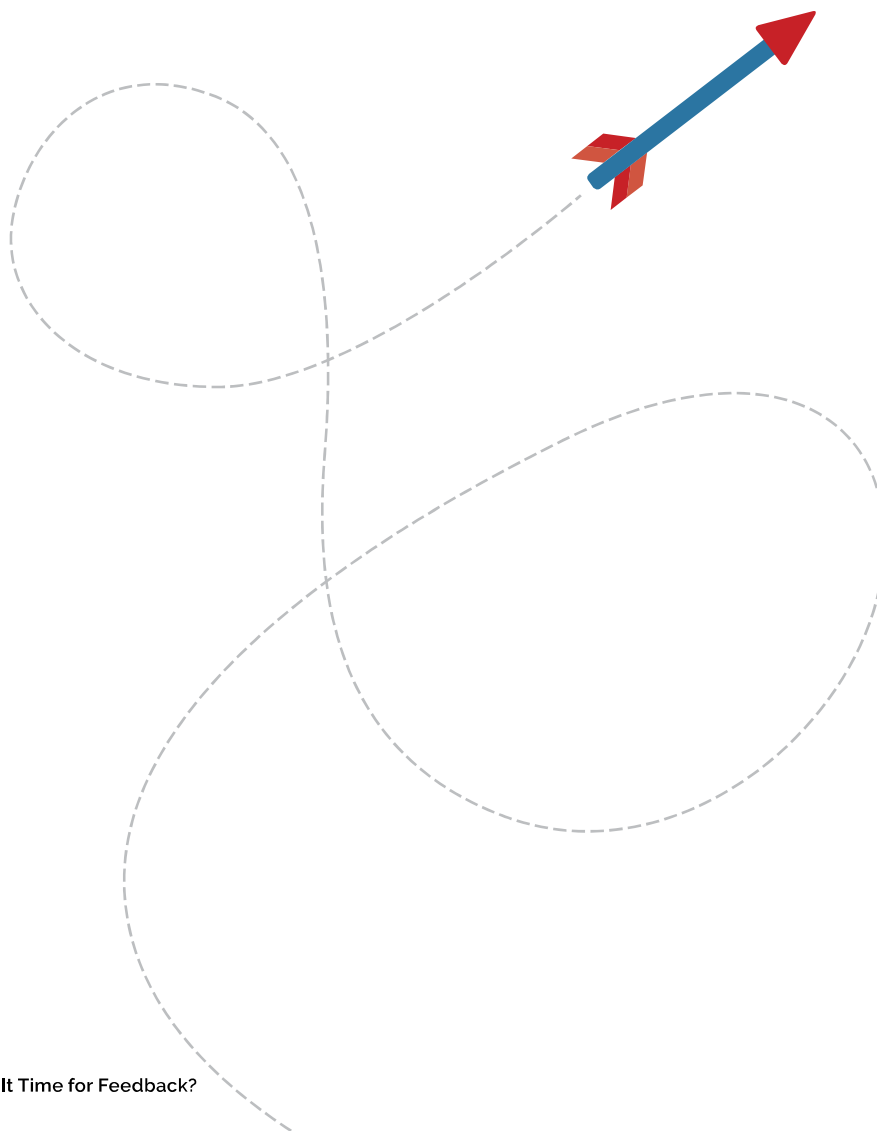


## Is It Time for Feedback?

**Feedback** plays a major role in your learning. Feedback is kind of like advice you receive to let you know how you are doing and what your next steps might be while you're learning. Part of becoming an assessment-capable visible learner means that not only are you able to receive feedback, but you are also able to determine *when* you need feedback and how you will go about getting it.

Sometimes you can give yourself the feedback that you need to move forward, and other times you may require the support of a peer or the teacher. Feedback's major purpose is to help close the gap from where you are now in your learning to where you need to be. It's incredibly important that you are able to recognize when you need feedback and how to best use feedback.

On the next few pages, there are a few checklists you can use to guide you in seeking feedback, depending on where you are in your learning.





## Is It Time for Feedback? Checklist

Date: \_\_\_\_\_

### I Can't Get Started in My Learning

What can I do on my own?	<input type="checkbox"/> I reread the directions to make sure I didn't miss something. <input type="checkbox"/> I reviewed the success criteria. <input type="checkbox"/> I reviewed any examples and/or resources provided for my task. <input type="checkbox"/> I looked online for examples of others' work.
What can I do with a peer?	<input type="checkbox"/> I asked my peer to clarify the task. <input type="checkbox"/> I asked my peer to walk me through the question and/or problem. <input type="checkbox"/> I asked my peer how they knew how to get started. <input type="checkbox"/> I asked my peer to support me in getting the task started.
What can I do with the teacher?	<input type="checkbox"/> I clarified what the task is asking for. <input type="checkbox"/> I walked through an example/exemplar with the teacher. <input type="checkbox"/> I asked the teacher to support me in getting the task started.

### I Got Started, but I'm Not Sure Where to Go Next in My Learning

What can I do on my own?	<input type="checkbox"/> I reviewed the success criteria. <input type="checkbox"/> I reviewed any examples and/or resources provided for my task. <input type="checkbox"/> I tried to determine where I need to go next based off of what I got started. <input type="checkbox"/> I determined what I got right so far and why.
What can I do with a peer?	<input type="checkbox"/> I clarified what the task was asking for. <input type="checkbox"/> I showed my work to my peer and asked for help in identifying my next step. <input type="checkbox"/> I asked my peer to ask me questions about what I got started on my task. <input type="checkbox"/> I asked my peer what they felt I had gotten right so far and why.
What can I do with the teacher?	<input type="checkbox"/> I clarified what the task is asking for. <input type="checkbox"/> I asked for support in identifying my next step. <input type="checkbox"/> I asked the teacher to model the portion of the task I misunderstand.

I'm Finished with My Learning	
What can I do on my own?	<input type="checkbox"/> I self-assessed my work against the success criteria. <input type="checkbox"/> I reviewed my work against the exemplar, if applicable. <input type="checkbox"/> I identified where I have strengths in my work to get even stronger. <input type="checkbox"/> I identified opportunities in my work to determine what my next learning step is.
What can I do with a peer?	<input type="checkbox"/> I asked my peer if they agree that I met the success criteria. <input type="checkbox"/> I asked my peer to identify a strength in my work. <input type="checkbox"/> I asked my peer to identify an opportunity in my work.
What can I do with the teacher?	<input type="checkbox"/> I asked my teacher if they agree that I met the success criteria. <input type="checkbox"/> I asked the teacher to identify a strength in my current work. <input type="checkbox"/> I asked the teacher to identify an opportunity in my current work.