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Please enjoy these complimentary lessons from
Becoming an Assessment-Capable Visible Learner,
Grades 6-12.

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Is It Time for Feedback?



Metacognitive strategies: **0.60**

Seeking help from peers: **0.72**



Is It Time for Feedback? Checklist

This lesson is set up to support students in seeking feedback from themselves, peers, or the teacher. There are prompts that will help structure students' thinking about what kind of feedback they need and who could be a support in providing it. The goal is to equip students with self-talk and strategies that drive their own ability to provide themselves with feedback or effectively seek it from a peer before immediately going to the teacher, which is what so many students do. In order for these actions to become ingrained in students, the feedback checklists will need to be a routine component of learning.

Students may need support in understanding how to use the checklists in the lesson; examples connected to your current class may be helpful.

It's important that the lesson selected for using these checklists lend itself to students seeking feedback on their own, from a peer or from the teacher.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

LESSON

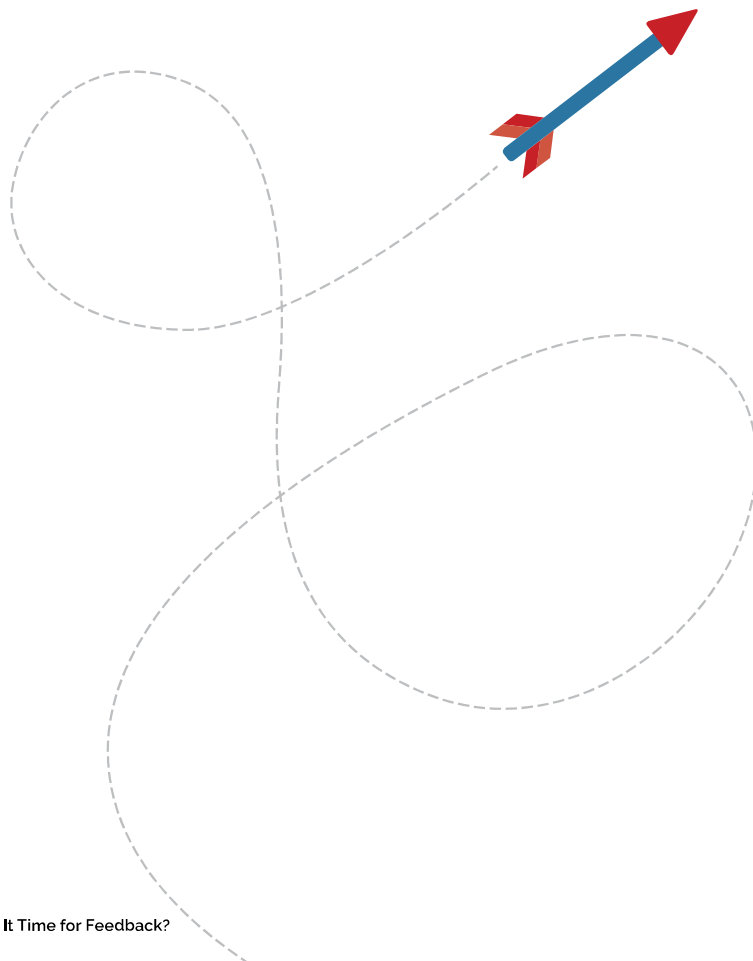
10

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. |

Related *Learner's Notebook* Page

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Is It Time for Feedback?

| I'm Finished with My Learning | |
|---------------------------------|--|
| What can I do on my own? | <ul style="list-style-type: none"><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? | <ul style="list-style-type: none"><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? | <ul style="list-style-type: none"><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. |

Teacher Talk

Have students open up to page 48 in their notebook.

Part of developing into an assessment-capable visible learner means that you are able to give and receive feedback on a number of levels. Today, I am going to introduce you to feedback checklists that we will be using in class.

As a class, go through each of the feedback checklists. (Ideally, these will be projected for the whole class to see, while students can also follow along on pages 49 and 50 in their notebook.) Invite students to ask any clarifying questions during this time. Once you have gone through the checklists, set up the lesson for the day and let

students know that they will be using these checklists.

As we go through our lesson today, and future lessons down the road, any time you are stuck, or have a question or have completed the task, I want you to look at the feedback checklist. Before I offer you feedback now, I am going to ask you what you did on your own and with a peer before coming to me.

Student Action

- Individual use of feedback checklists

Teacher Planning Notes:

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