# Designing effective feedback

## Feedback design

**Standards**: Assessors understand and agree on the standards.

**Alignment**: The assessment evaluates students’ progress in achieving standards (learning outcomes)

**Application**: The assessment schedule designs in students’ use of feedback.

**Value and purpose**: The purpose, value and process of feedback is explained.

**Agency and self-regulation**: Students set learning goals, and undertake, monitor and evaluate their learning

## Feedback process

**Standards**: Students’ work is evaluated against the standards.

**Alignment**: The feedback addresses students’ performance against the standards.

**Application**: The feedback describes how students can improve subsequent work.

**Value and purpose**: Assessors are committed to supporting students’ learning.

**Agency and self-regulation**: Students access, understand and reflect on the feedback.

## Feedback outcomes

**Standards**: Students understand the standards, and what is good work.

**Alignment**: Students understand how their work compares to the standards.

**Application**: Students take actions to close the gap between their work and the standards.

**Value and purpose**: Students believe they can learn, value learning, and seek and use feedback.

**Agency and self-regulation**: Students develop the capacity to evaluate their work and that of others.