**Designing Feedback**

Unit chair/team:

Unit code and title

**PURPOSE**: What are the purpose/s of feedback for my students in this unit?

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**PRINCIPLES**: What principles of feedback will have most impact on students’ learning?

**Criterion referenced: helps student understand the standard (Rubric assessment criteria, performance levels and quality indicators)**

**Precise: Provides specific, relevant information on the students’ level of performance in relation to the standard**

**Actionable: Assessment regime is designed to enable students to use feedback to improve subsequent performance**

**Feedforward: Provides information students can use to improve their performance**

**Key areas: Focusses on one or two key aspects of the student’s performance**

**Personalized: Communicates that the teacher is interested in the students’ work, and in their learning and development**

**Differentiated: Feedback differs for students at different levels of achievement**

**Participatory: Students actively participate in the feedback process. For example, students self-evaluate their work; students use or co-create rubric**

**Dialogic: Students ask for and respond to the feedback they need**

**Capacity building: builds students’ ability to evaluate the quality of their work and that of** **others through self and peer evaluation**

**PROCESS**: What feedback process will most effectively support students’ learning or engagement?

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**SOURCE**: Who should provide the feedback?

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**PLATFORM**: What platform or tool/s will be most effective to use to provide feedback and why?

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**CONTENT**: What is the overall content of the feedback? What will it address?

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**DIFFERENTIATION**: How will the content of the feedback differ for students at different levels of achievement?

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**FEEDFORWARD**: How will students use the feedback in this unit to improve their subsequent performance?

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**CAPACITY BUILDING STAFF:** How will feedback providers be trained and mentored?



**CAPACITY BUILDING STUDENT AUTONOMY:**Evaluation: How will students evaluate the quality of their work and that of others?  
Calibration: How will students receive feedback on the quality of their evaluation?

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**CLOSING THE LOOP:**How will I know whether students have learnt from the feedback?  
How will I evaluate students’ learning - how they have used the feedback to improve?

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