Student Feedback Expectations

Providing meaningful feedback to students is a key action teachers can take to advance and preserve learning and connection with students, regardless of the instructional scenario. This resource provides guidance and expectations for teachers when giving feedback on student work, including suggestions for delivery based on various instructional scenarios. You can use this example as is or modify for your school needs.

The Role Feedback Plays in Learning

In his research on effective practices that improve student achievement, John Hattie (2008) found that "the most powerful single modification that enhances achievement is feedback." Feedback can help students to develop and refine their thinking, make sense of misconceptions in their learning, and support students to improve the quality of their work. While all students benefit from and should receive feedback, teachers should prioritize providing feedback to priority groups of students to support their learning.

Expectations for Student Feedback

Not all feedback has the same impact. There are specific characteristics of feedback that can make it more effective in supporting student learning. Effective student feedback is:

- **Specific**: Provides students with explicit guidance about what they did well, how they are improving compared to prior assignments, and/or where they need to focus.
- **Timely**: Provided immediately, or as soon as possible, so they can act on the feedback.
- **Goal-oriented**: Supports students to develop or refine their thinking through the use of questions, models, counterexamples, etc. towards a clear instructional goal or outcome.
- **Actionable**: Provides a clear next step for students to take, usually in revising current work or implementing the feedback in a new assignment.

Teachers should think through the following guiding questions to help them determine the best feedback for students.

- What is my goal in providing the feedback?
- What transferrable takeaway do I want the student to have as a result?
- What action do I want the student to take based on the feedback (e.g., apply to the current assignment, implement in future)?

What additional instructional support might the student need to be successful?

The following table outlines suggestions for how to deliver feedback based on the different instructional scenarios.

	In-Person	Hybrid	Distance
Suggestions for Feedback Delivery	- Written on student work - In-person conference - Students share different solution methods or ideas and discuss	- Phone call - Email or text message - Video conference - Comments and/or annotations in a shared document - Video/screencast of teacher explanation - In-person conference when available	- Phone call - Email or text message - Video conference - Comments and/or annotations in a shared document - Video/screencast of teacher explanation

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Instruction Partners works alongside educators to support great teaching, accelerate student learning, name and address unconscious bias, and ensure equitable access to great instruction—particularly for students in poverty, students of color, students learning English, and students with disabilities.

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