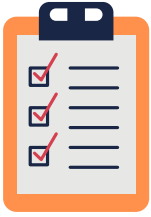


STRUCTURED FEEDBACK



Checklist for Educators

Adapted from David Perkins (2003) *The Ladder of Feedback* and John Hattie (2014) *The Power of Feedback*. <https://tinyurl.com/yjs67mhp>

IS IT FACTUAL?

- Differentiate between correct/incorrect responses
- Get more or different information
- Build surface learning knowledge with strategies like jigsaw, vocabulary

IS IT OBJECTIVE?

- Is it about task or process?
- Is the process well-executed and appropriate?
- Did teacher cue learner as to different strategies and errors?

IS IT SAFE?

- Can learners articulate learning objectives in their own terms?
- Do students have voice and choice?
- Are all practicing kindness and patience?

ARE NEEDS PRIORITIZED?

- Is teacher providing feedback about important concepts first?
- Do students know how to explicitly learn from errors?
- Who decides what's important?

IS FEEDBACK IN MANAGEABLE CHUNKS?

- Have you started with why?
- Have you explained the what?
- Have you detailed the how?
- What two to three specific recommendations are you offering?

STUDENTS CAN DESCRIBE NEXT STEPS?

- Have students reflect what you are saying back to you to ensure they understand it
- "Based on what I have shared with you, what is your next best step?"

THE STUDENT POINT OF VIEW

- Is it correct? How does it align to rubric or identified criteria?
- Is my way of working through the task well thought out and implemented?
- Am I organizing and self-assessing my learning properly?
- What's my level of confidence in the correctness of my responses?