

Getting Feedback Right Questions for Discussion

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| 1. Before your next meeting, agree to observe—just for fifteen or twenty minutes—an athletic practice or music practice. Plan to share what you noticed and how the best coaches and music directors can inform classroom feedback practices in every subject and grade level. |
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| 2. Think of the best feedback you have received, whether as a professional, a student, or for work outside of education. Share with your colleagues the characteristics of that feedback. |
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| 3. What are the ways, other than grades, test scores, and marks on student work, that you can give students effective feedback? |
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| 4. Reliability—consistency of scoring—is essential for every assessment. How do you know that your assessments of student and adults are reliable? |
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| 5. Validity—assessing what you intend to assess—is the other essential requirement for every assessment. How do you know that your assessments of students and adults are valid? |
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