

Three-Step Feedback Process

	Step 1: Where am I going? <i>Check for understanding and examine the evidence.</i> <i>Where is the student with the learning target, formative assessment, and criteria for success?</i>	Step 2: Where am I now? <i>Find the positives about where the student currently is.</i> <i>What has the student done so far to achieve the goal?</i>	Step 3: How do I get closer to the goal? How do I close the gap? <i>Close the gap.</i> <i>What can the student do to meet the learning target? What criteria still needs to be met?</i>
Route One	<p>The student is going in the right direction with a few detours (mistakes, misconceptions, or misunderstandings). Teacher asks the following.</p> <ul style="list-style-type: none"> • How is your progress toward today's learning target? • Which criteria are you working toward? • Do you have any questions about this assignment (the formative assessment)? 	<p>The teacher points out exactly what the student is doing that helps—strategies, efforts, attitudes, or accuracy—move him or her toward the learning target (SEAL of feedback).</p>	<p>If there were mistakes in the student's work, point them out. Here are ideas for how to do this.</p> <ul style="list-style-type: none"> • Ask a question so the student can determine how to fix the mistake. • Remind the student of a resource he or she can use—anchor charts, interactive notebooks, books, the internet, exemplars, criteria for success, and so on. • Prompt the student. <p>After attempting these, decide if you need to show the student how to close the gap. Always follow up to ensure that students used the teacher, self, or peer feedback appropriately. This follow-up is critical.</p>
Route Two	<p>The student is doing everything correctly.</p> <p>The teacher prompts the student with the following after checking for understanding.</p> <ul style="list-style-type: none"> • How is your progress going toward today's learning target? • Which criteria are you working toward? • Do you have any questions about this assignment (the formative assessment)? 	<p>The teacher points out exactly what the student is doing that helps—strategies, efforts, attitudes, or accuracy—move him or her toward the learning target (SEAL of feedback).</p>	<p>If the student is doing everything correctly, challenge the student somehow or move to the next student.</p>
Route Three	<p>The student isn't doing anything correctly toward the learning target (and you can't find a positive statement to share about the work moving toward the learning target). Don't give feedback. Instead, reteach.</p>	<p>The teacher says something positive such as "We're going to keep trying and we'll get there."</p>	<p>Plan a time to reteach this student. It can be in that moment (if possible) or the next day. If other students are making the same mistakes, reteach a small group. See the "Close the Gap—Reteaching Template" reproducible for details about how to do this.</p>