

Four-Level Feedback Grid: Making Feedback Work

Where am I going? How am I going? Where to next?



To learn & grow effectively, you need to take charge of your feedback.

1. Make sure the **descriptors are clear** to you. Work towards them.
2. Submit good-quality, self-assessed, early **drafts** with specific questions. Own the feedback.
3. **Put feedback before grades**: think carefully about the information presented in the grid.
4. Synthesise your “**feed forwards**”: specific, actionable targets for your improvement next time.

Feedback Type	Feedback: What do I need to pay attention to in the future?	
Task Level Feedback on the product. What went well and what can I improve to move up a level?	<p>What <u>went well</u>?</p> <p>✓</p> <p>What was limiting my achievement?</p> <p>○</p>	<p><i>What should I maintain or strengthen next time?</i></p> <p><i>What should I focus on improving next time?</i></p>
Process Level Feedback on strategies to improve.	<p>What can I do to <u>move up a level</u>?</p> <p>○</p>	<p><i>How can I make the improvements in my work?</i></p>
Self-regulation What feedback on my behavior/ approach to learning might help in this subject <i>and others</i> ?	<p>Draft submission:</p> <p>✓ Draft was / was not submitted for feedback</p> <p>✓ Draft feedback was / was not used to improve the work</p> <p>Self-assessment:</p> <p>✓ Draft was / was not self-assessed with areas of feedback identified</p> <p>✓ Final was / was not accurately self-assessed</p> <p>Priority:</p> <p>•</p>	

<p>“Feed Forwards”</p> <p>Student response to feedback (synthesis)</p> <p>Complete this, agree with the teacher and then see your grade.</p>	<p><u>What have I learned from this feedback to help me improve?</u></p> <p>★</p>
--	--



Feedback & Feed-forwards: Making Feedback Work

Why present feedback this way?

Feedback addresses three questions:

- *Where am I going?*
- *How am I going?*
- *Where to next?*

Feedback is **timely**, **actionable** and needs to be **more work for the learner** than the teacher.

- **Clarity** of achievement so far: **goal-referenced, tangible & transparent.**
- Understanding “**the gap**” between where the learner is and where they need to go next (not necessarily the top bands)
- **Timely.** Using a system like this saves time in grading/giving feedback, makes it more **accessible** to digest (is **user-friendly**) and can be easily reviewed for the next time the student works towards similar goals.
- Feedback first, then grades. Not presented together, to enforce student reflection & action.

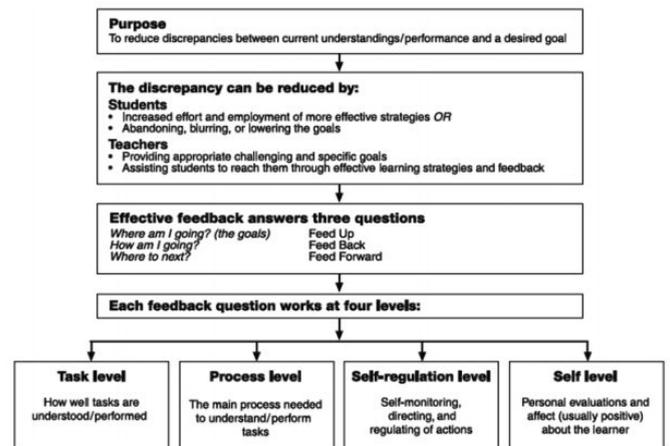


FIGURE 1. A model of feedback to enhance learning.

Making The Four Levels Work

1. Goals and outcomes need to be clear - do students & teachers have a **shared understanding** of what success looks like at different levels of achievement?
2. Feedback needs to be **ongoing**. Students are taught to **self-assess** in the **drafting** stages and feedback (not grading) given on the drafts with plenty of **time to take action** before submission.
3. Students **self-assess** before submission. Even better - they can **peer-assess** and give feedback. If tasks are differentiated, this does not present a collusion challenge.
4. Teacher gives feedback in the grid, on the front page of the work (or in an accessible place):
 - a. Check the student’s **self-assessment** against descriptors
 - b. Check the assignment, making comments only on **actionable next steps** - not an overwhelming number, as this can increase the perceived “gap” for students. Students who want and will take action on very detailed marking can request this in follow-up.
 - c. **Summarize feedback** in the grid: task-level, process level and self-regulation level.
 - d. Link to support resources where appropriate
 - e. Record **grades out of sight** of student.
5. Teacher places value on interaction with feedback by giving **class time** to digest & reflect
 - a. Give “**whole class**” **feedback** on common issues and note needs for later workshops
 - b. Students read their feedback: table and comments.
 - c. Students **synthesise** this into a “**feed-forwards**” *note to self*. Showing this to the teacher and a shared agreement on the next steps releases the grade, not before.
6. Next time the task type is attempted, the first thing students do is **open the feedback** and set **achievable, specific goals** to “level up” based on the feedback & feed forwards.

References

Hattie, J. & Timperley, H. (2007) **The Power of Feedback**. *Review of Educational Research*. Vol. 77 no 1 (pp 81-112). <https://www.jstor.org/stable/4624888> (includes diagram above)

Wiggins, G. (2012) **Seven Keys to Effective Feedback**. *Educational Leadership Magazine*. Vol. 70 no. 1. (pp 10-16). www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx (and related: EL Takeaways Poster <http://inservice.ascd.org/seven-things-to-remember-about-feedback>)

