



Feedback Literacy Curriculum

Definition & Purpose

Feedback literacy is both an active mindset of readiness for feedback and a proficiency in the skills of attaining and making use of feedback to improve. It's important to support all our students in developing feedback literacy because it instills in them a sense of agency over the learning process. Feedback literacy can be broken down into three main categories of skills:



With our students, we usually define feedback literacy as a set of beliefs and behaviors about feedback. Particularly, it describes:

- how you **seek** out feedback and **give** feedback to others
- how you **understand** the feedback you receive
- how you **use** feedback to learn

This curriculum presents a series of activities that you can use throughout the year to help your middle and high school students develop feedback literacy. Paired with instructional and assessment systems that promote growth, revision, and mastery learning, your students will begin to develop agency over their own learning.

Assessing Feedback Literacy

Throughout the year, you can assess and give feedback on your students development of feedback literacy using this [Feedback Literacy Rubric](#)



Lessons on Seeking Feedback

Lesson 1: Establishing a Baseline

Time Required: 10 - 25 min

Task Summary: Students will complete a baseline survey to measure their initial mindsets and practices related to feedback literacy. To score the measure, use the attached key.

Technology Requirements: access to Google forms, Microsoft forms or printer, paper, and pen.

Preparation: Either share the survey links or print the paper version, distribute to students.

Links: [Google Form](#) | [Microsoft Form](#) | [Paper Survey](#) | [Scoring Key](#)

Lesson 2: Introducing Feedback Literacy

Time Required: 30 - 60 min

Task Summary: Students will watch an introductory video on feedback literacy and respond to a series of *what if* scenarios to apply their new knowledge.

Technology Requirements: access to YouTube and either Google Docs or paper and pen.

Preparation: Either share the YouTube link or watch as a class. Either share the Google Doc link or print the paper version, distribute to students.

Links: [YouTube Video](#) | [Google Doc](#)

Lesson 3: Seeking Feedback Discussion

Time Required: 5 x 5 mins divided or 25 min at once

Task Summary: Students will discuss various barriers to and strategies for seeking feedback. The teacher will model the emotional nature of feedback for the students.

Technology Requirements: access to Google docs

Preparation: Either share the Google Doc link or print the paper version, distribute to students.

Links: [Google Doc](#)



Lessons on Understanding Feedback

Lesson 1: The Four Stages of Loving Mistakes

Time Required: 4 x 15 min lessons

Task Summary: Students will learn about and practice strategies for normalizing, celebrating, analyzing, and generalizing their mistakes in order to learn from them.

Technology Requirements: Teacher access to Google docs

Preparation: Print the student worksheet or electronically distribute to students.

Links: [Google Doc](#)

Lessons on Using Feedback to Learn

Lesson 1: Making a Revision Plan

Time Required: 30 - 60 min

Task Summary: Students will learn about the four stages of creating a revision plan through real-world examples and guided practice.

Technology Requirements: Teacher access to Google docs

Preparation: Print the student worksheet or electronically distribute to students.

Links: [Google Doc](#)

Have lesson ideas?

To help contribute to this curriculum, please sign up for our [Innovative Educator Program](#) or reach out to us at team@floopedu.com to learn more.