

Handouts for Creating a Culture of Feedback

Last Updated July 10, 2019

Eager to make the move from a culture of grading to a culture of feedback in your classroom? [Creating a Culture of Feedback](#) authors Bill Ferriter and Paul Cancellieri have included links below to templates of each handout mentioned in the book. They are sorted by chapter: Where Am I Going?, How Am I Doing?, and What Are My Next Steps?. Click on the links below to add a copy to your Google Drive, where you can edit it to meet the needs of your classroom.

Quick Guide to Handouts for Creating a Culture of Feedback

Where Am I Going?

The best feedback progressions begin long before *any* work is completed, as teachers help students to identify outcomes that are worth mastering. These handouts -- which are spotlighted in Chapter 1 of *Creating a Culture of Feedback* -- are designed to help you do just that.

Identifying Essential Learning Targets

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The first step that any teacher and/or learning team must take to create the time and space necessary to move from a culture of grading to a culture of feedback is to identify a small handful of priority standards for each unit in the required curriculum. This handout – combined with evidence from school, district and state performance assessments – can be used to identify and prioritize a manageable set of essential learning targets for each unit of study.

Unit Overview Sheets

I Can Statements with Tasks

[Create Editable Template in Google Drive](#)

Sample of Unit Overview Sheet for Staff Development

[Create Editable Template in Google Drive](#)

Not Yet/You Bet Lists for School

[Create Editable Template in Google Drive](#)

Helping students to better understand the outcomes that they are expected to master has to begin with communicating essential learning targets in age-appropriate language and then giving students chances to track their progress as learners over the course of a cycle of instruction. One simple tool for accomplishing that goal is to develop overview sheets for every unit in your required curriculum.

Progress Tracking Cards for Primary Students

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At Mason Crest Elementary School in Northern Virginia, students use “progress tracking cards” to measure their own progress towards mastering important outcomes. Each student ends up with a collection of cards on a book ring that they can use as evidence that they are learning important outcomes. [Here is a picture of a kindergartener’s card collection.](#) The template linked above can be used to create your own progress tracking cards for younger students.

Student Learning Cards

[Create Editable Template in Google Drive](#)

Teachers working with younger learners or learners who are still working to master English as a second language might find Student Learning Cards -- which include far less text, far more open space, and images that can be used to understand expected outcomes -- more useful than Unit Overview Sheets.

My Not Yet/You Bet List - Home

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If students are really going to embrace the notion that they should be identifying meaningful goals worth pursuing and tracking their progress towards mastering those goals, those same core behaviors should be mirrored in the learning that they are doing beyond schools. Not Yet/You Bet lists can help your students to do just that.

How Am I Doing?

Teachers who are successfully prioritizing feedback in their classrooms also recognize that students need clarity about just what mastery on complex tasks looks like in action. As a result, they are constantly developing instructional strategies that ask students to compare their own work against authentic examples of accomplished performance. These handouts -- which are spotlighted in Chapter 2 of *Creating a Culture of Feedback* -- are designed to help you do just that.

High and Low Comparison Tasks

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High and Low Comparison tasks present students with two exemplars of authentic work. One exemplar models a high level of student mastery while the other models a low level of student mastery. Students use a feedback grid (William, 2002) to record the success criteria that can be found in both exemplars, determine which exemplar represents accomplished performance and compare their own work to the exemplars shared.

Click [here](#) to see an example of a high/low comparison task that uses videos as exemplars -- a practice that will resonate with teachers in primary grades, foreign language teachers or teachers who work in performance-based subject areas.

Revise It Once/Revise It Again Activities

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Revise It Once/Revise It Again activities highlight samples of responses to classroom tasks that have been systematically improved through revision. Students start by studying each sample and identifying specific changes made from version to version. Then, students summarize the ways that each revision improved the final product. Finally, students spot opportunities in their own work for making similar revisions to their original attempts.

Need To Have/Nice To Have

Upper Elementary Example: [Create Editable Template in Google Drive](#)

Need to Have/Nice to Have Activities start by asking students to work alone to review a high-quality, authentic exemplar and to record the traits that they believe have a positive impact on the final product. Then, students generate a rank-ordered list of three criteria that define accomplished performance. After students generate their own rank-ordered lists, they are assigned to small groups to look for patterns in their initial observations. Finally, each group shares their Need to Haves list with the entire class. Traits that appear the most frequently are noted and proposed for inclusion on a class rubric or checklist that can be used to monitor progress on both first drafts and final products.

Google Classroom Persuasive Writing Template

[Google Drive Template](#)

Google Docs can be used to create templates outlining the format for upcoming writing assignments and including sample sentences for students to examine. Students can open the templates electronically, review the expected format and samples, and create their own original content. Providing exemplars directly on a document that can be easily edited scaffolds the work for students -- and scaffolding work is a key step for moving learners forward.

What Are My Next Steps?

Finally, teachers who are successfully prioritizing feedback in their classrooms recognize that some of the most important steps in any feedback progression are those taken after papers are passed back and instruction ends. If our students are ever going to succeed at Papert's one really competitive skill – knowing how to act in situations for which they were not specifically prepared – they must learn to use feedback to independently identify logical and appropriate next steps worth taking. These handouts -- which are spotlighted in Chapter 3 of *Creating a Culture of Feedback* -- are designed to help you do just that.

Reflection Checklists

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Reflection Checklists are used in much the same way that rubrics are used in many classrooms. The difference is that Reflection Checklists only detail the characteristics of accomplished final products while rubrics describe the full range of performance on assignments. By focusing attention only on descriptions of mastery, Reflection Checklists become more approachable to learners.

Unit Analysis Forms

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Unit Analysis Forms – an idea built on the student-involved assessment practices suggested by Rick Stiggins and Jan Chappuis (2005) – include three essential components: (1). A list of all of the outcomes that students are expected to master during the course of a unit, (2). A list of the specific tasks completed during the course of a unit – quiz questions, test questions, classroom assignments – that students can use as evidence of mastery, and (3). An opportunity for students to reflect on the progress that they have made over the course of a unit.

Feedback Forms

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Feedback Forms encourage students to look more comprehensively at their work. Instead of listing specific criteria or pointing students to specific pieces of evidence that can be used as proof of mastery, Feedback Forms encourage students to use what they already know about accomplished performance in order to draw conclusions about their learning.

Next Step Reflection Sheets

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Next Step Reflection Sheets ask students to articulate the outcomes that they are trying to master during a cycle of instruction, collect formal and informal evidence of their learning and determine actions that they can take to continue moving forward. Questions designed to encourage students to think holistically about their progress are also included and are best answered in reflective conversations with side-partners.