The Feedback Matrix

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FEEDBACK
FOCUS

ABOUT THIS RESOURCE

Not every student is ready for the same type of feedback. Effective feedback takes into account that students are at different stages and ready to receive and act on feedback in different ways.

The feedback matrix in this resource, adapted from Brooks, C., Carroll, A., Gillies, R. M., & Hattie, J. (2019), a Matrix of Feedback for Learning, provides prompts and strategies for effective feedback at each stage of the feedback cycle. The prompts and strategies are also tailored to the level of feedback (task, process, and self-regulatory) and the stage of the learner (novice, proficient, and advanced).

HOW TO USE THIS RESOURCE

This resource is structured into three sections:

1. a review of the feedback cycle,
2. an explanation of learner stages and feedback levels, and
3. the adapted feedback matrix[1].

If you are already familiar with the feedback cycle, stages of learners (novice, proficient, and advanced), and levels of feedback (task, process, and self-regulatory), **you can skip straight to the feedback matrix.** If not, start with the feedback cycle review on the following page.

* Want even more on effective feedback, including a deeper dive into the feedback cycle and feedback matrix? Check out this video or this journal article.

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[1] Learn more about this matrix for feedback: Brooks, C., Carroll, A., Gillies, R. M., & Hattie, J. (2019).

FEEDBACK CYCLE REVIEW

The feedback cycle [2] structures the feedback and learning process around three questions

1. **Where am I going?** (*What is my learning goal? How will I know I am successful?*)
2. **Where am I now?** (*Am I on track to meeting my learning goal?*)
3. **Where to next?** (*What steps do I need to take to improve or to move to the next goal?*)

(Hattie & Timperley, 2007).

During feedback cycles, teachers and students work together to set goals, elicit evidence of progress and interpret that evidence, so students can take responsive action and move forward.

Types of Feedback throughout the Feedback Cycle

In the feedback matrix, Brooks differentiates the types of feedback given at each stage of the cycle, with three distinct names: Feeding Up, Feedback Back, and Feeding Forward. Each type of feedback answers the question at one stage in the cycle.

1. Where am I going? → **Feeding Up**

2. Where am I now? → **Feedback Back**

3. Where to next? → **Feeding Forward**

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[2] Learn more about this feedback process: Hattie and Timperley (2007).

LEARNER STAGES AND FEEDBACK LEVELS

Each question in the feedback cycle works on the different levels of feedback: task, process, and self-regulatory. In order to determine if a learner is ready to receive and act on task, process, or self-regulatory feedback, you need to consider the learner's stage. The table below offers guidance on how to determine a learner stage and appropriate feedback level.

REFLECTION QUESTIONS	LEARNER STAGE	FEEDBACK LEVEL
Reflect on the following questions with the learner's previous work and assessments in mind. ☐ How well does the student understand the learning goals, success criteria, and subsequent tasks and activities? ☐ How well can the student complete the tasks and activities independently? ☐ How well can the student self-monitor in order to take next steps beyond the task or activity?	NOVICE Learner needs significant and frequent support to understand learning goals and make progress. PROFICIENT Learner may need some support understanding the learning goals but can make some independent progress. ADVANCED Learner self-monitors and needs little to no support in understanding the learning goals. Can make independent progress.	TASK Task level feedback if **focused explicitly on the learning goals and specific requirements** of the task. A novice learner may need task level feedback. PROCESS Process level feedback is focused on the **skills, strategies, and thinking** required by the learner to complete the task. A proficient learner may be ready for process level feedback. SELF-REGULATORY Self-regulatory feedback requires students to **self-assess and monitor, reflecting on and adjusting their work** in relation to the learning goals, criteria, and requirements of the task. An advanced learner may be ready for self-regulatory feedback.

THE FEEDBACK MATRIX

Learner Stage	Feedback Level	Feeding Up: Where am I going?	Feedback Back: Where am I now?	Feeding Forward: Where to next?
Novice	Task	**Feeding Up Prompts:** • Our learning goal for this activity is… • Success in this task will look like… • The key criteria for success are… • These are the steps you should follow to… **Feedback Strategies** • Reduce complexity with graphic organizers, etc. • Use exemplars/models • Identify misconceptions	**Feedback Prompts:** • You have/haven't met the learning goal(s) by… • You have/haven't met the success criteria by… • Your work does ____ well, but could use _____ **Feedback Strategies** • Avoid focusing <u>only</u> on error analysis • Timely, immediate feedback • Match feedback to success criteria	**Feed Forward Prompts:** • To fully meet the learning goal(s) you could… • Addressing the following success criteria would improve your work… • Adding/removing ___ would strengthen your work. **Feed Forward Strategies** • Use language from the success criteria • Scaffold instruction • Refer to learning goals to challenge and motivate
Proficient	Process	**Feeding Up Prompts:** • The key ideas/concepts in this task are… • These ideas/concepts are related by… • Key questions you could ask are… • Skills you will need to practice are… • Let's make a plan together to… **Feeding Up Strategies** • Use graphic organizers that help students identify progress toward a goal • Reduce scaffolding and increase complexity • Use mastery goals	**Feedback Prompts:** • Your understanding of the ideas/concepts within this task is… • You demonstrated ____ skills • You used _____ strategies, but need to practice… **Feedback Strategies** • Feedback amount can start to increase • Feedback complexity can increase • Use prompts or cues	**Feed Forward Prompts:** • You can improve your understanding of___ concepts by… • Thinking further about____ could improve your work by… • You could improve your ____skills by… **Feed Forward Strategies** • Feed Forward can include more than a few next steps or strategies for improvement. • Feed Forward complexity can increase to include higher order thinking skills and less targeted or discrete steps • Use prompts or cues • Encourage students to challenge themselves or embrace struggles
Advanced	Self-Regulatory	**Feeding Up Prompts:** •What is your plan to meet your learning goals? • How will the success criteria help you know if you are successful? • How else can you monitor your progress? **Feeding Up Strategies:** • Reduce emphasis of exemplars • Students help set mastery and performance goals • Students build their own organizational tools for chunking tasks or meeting milestones	**Feedback Prompts:** • Are you on track with your learning goals? • How do you know? • How are you satisfying the success criteria? • How do you know? **Feedback Strategies:** • Students self-assess and reflect to determine how to meet the learning goals • Students seek out multiple avenues for feedback (eg. peer review, etc.)	**Feed Forward Prompts:** • How could you deepen your understanding? • How could you improve your work? • What is the next step for your learning? • How do you know? **Feed Forward Strategies:** • Students identify next steps based on self-assessment • Students self-monitor progress towards goals

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