



T.A.G. (Tell Ask Give) Peer Feedback Protocol

Quick Reference Guide

Strategy Overview

A feedback protocol that helps students focus on specific feedback and critiques to provide to their peers.

What is it?

In the T.A.G. peer feedback, students partner up to provide feedback to their peers following the T.A.G. acronym: T - tell the classmate something you like, A - ask the classmate a question about his or her work, G - give the classmate a suggestion for improvement. This strategy can be used in grades K5 - 8 and in all content areas.



How effective is it?

Hattie has found an effect size of 0.66

Considerations

- T - Tell the classmate something you like
 - Possible sentence starters: "I think your example was..." "You did a great job on..." "The strongest part of your work was..."
- A - Ask the classmate a question about his or her work
 - Possible sentence starters: "What are..." "How do..." "How will..." "Did you consider..."
- G - Give the classmate a suggestion for improvement
 - Possible sentence starters: "One suggestion I have is..." "I'm confused by..." "Don't forget to..." "One problem I see..."

This strategy is demonstrated when the teacher:

- Modeled by adults
- Chart posted on the wall to show with sentence stems
- Model specific vs non-specific feedback

This strategy is demonstrated when students:

- Write down their thoughts before having conversations with their peers using a graphic organizer
- Write down feedback on post-it notes and leave it on the other student's work

Instructional Sequence:

1. Put students in pairs.
2. Organize the work reviewed by students by exchanging it or post-it on the walls.
3. Complete at TAG Sticky note or template for the work that they are reviewing
4. Have the students give the work back to their partner
5. Give thinking time to read the feedback
6. Allow partners to discuss the feedback
7. Students will revise their work.

**Sequence can be repeated with other partners

Resources:

Hattie, John. *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. Routledge, 2010.

<https://teaching.betterlesson.com/strategy/511/giving-and-receiving-peer-feedback>