

Feedback Self-Assessment

The most important variable affecting learning and subsequent performance is feedback. The ability to give feedback effectively is one of the defining characteristics of good teaching. Below we provide a checklist informed by best practices in the literature on how to provide effective feedback. See where you may improve.

Combine feedback with instruction

	Yes	No
I make sure my students are familiar with the goals and objectives of my assignments and the criteria used to judge their success.	<input type="checkbox"/>	<input type="checkbox"/>
I provide my students with rubrics along with exemplars of quality work so they can learn to evaluate their own work.	<input type="checkbox"/>	<input type="checkbox"/>
I provide feedback at timely check points during the semester to ensure that my students understand their learning and where they need to improve before moving forward.	<input type="checkbox"/>	<input type="checkbox"/>

Focus on the learning objectives and criteria

	Yes	No
I limit feedback to goals and objectives and avoid undue attention to surface features so that my students do not become overwhelmed.	<input type="checkbox"/>	<input type="checkbox"/>
When providing feedback, I address most important learning needs first and try to focus on 2-3 recommendations linked to learning objectives and not mark every error.	<input type="checkbox"/>	<input type="checkbox"/>
I try to begin with specific strengths to reinforce things that my students should continue doing. Next, I identify specific areas for improvement and ways to make changes and I end with positive comments to enhance my students' confidence and motivation (feedback sandwich).	<input type="checkbox"/>	<input type="checkbox"/>
I provide explanations and specific examples to illustrate my points.	<input type="checkbox"/>	<input type="checkbox"/>
I offer alternatives rather than just giving advice to provide my students with autonomy over their own learning.	<input type="checkbox"/>	<input type="checkbox"/>

Verify that the students understand feedback and know how to act

	Yes	No
I make time for one-on-one meetings and encourage my students to ask questions about the feedback that I provided.	<input type="checkbox"/>	<input type="checkbox"/>
When possible, I pose questions to stimulate self-reflection (instead of correcting or annotating errors) and allow my students to add their own suggestions for improvement.	<input type="checkbox"/>	<input type="checkbox"/>
I ask my students what support they need, if they understand what they need to do next, if they need more examples, and/or if they received enough guidance.	<input type="checkbox"/>	<input type="checkbox"/>
I ask my students to explain what they think I mean by my feedback to ensure that they understand it so they can make connections between my feedback and their work.	<input type="checkbox"/>	<input type="checkbox"/>

Provide opportunities for students to seek feedback from their peers and to self-reflect on their own performance

	Yes	No
I structure opportunities in class for self and peer-assessment to help student build the skills of reflective practice and self-monitoring.	<input type="checkbox"/>	<input type="checkbox"/>
I provide my students with rubrics along with exemplars of quality work so they can evaluate their own work before they submit it and can learn to become good self-assessors.	<input type="checkbox"/>	<input type="checkbox"/>