



Formative Feedback: Student to Student




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Student to Student**

Name _____ Date _____

Today during (circle one) read-aloud, guided reading centers, independent reading/ writing, other _____

I observed _____

 Changing the Literacy Lives of Children

About Formative Feedback: Student to Student:

William, (2011) defines formative feedback with the following:

- Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance. If the information fed back to the learner is intended to be helpful but cannot be used by the learner in improving performance, it is not formative.
- Feedback must embody a model of progression whereby a series of activities must be designed to move the learner from current state to goal state. We need to ensure that feedback causes a cognitive rather than an emotional reaction. (It is **not** a compliment or a criticism).
- The purpose of feedback should be to increase the extent to which students are owners of their own learning.

Tips for the Formative Feedback:

- Teacher must model, demonstrate, and explain student to student feedback
- Teacher must provide examples
- Have students read their feedback and discuss if they agree or not and why
- Ask if they would change anything after reading feedback

Resources:

Visit assessmentforlearning.edu and search “strategies to enhance peer feedback” for tips and guidelines on student to student feedback.

Visit www.teachingchannel.org and search “I noticed, I wondered” for a short video demonstrating student to student feedback.