

Using Effective Feedback to Maximize the Impact of Assessment  
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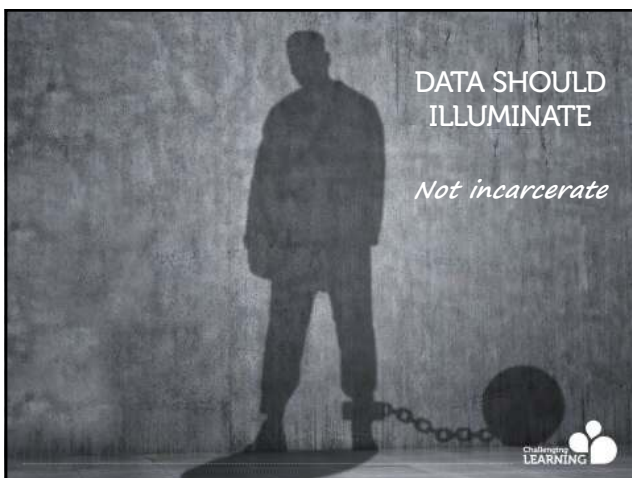
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## Challenging LEARNING SERIES



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DATA SHOULD ILLUMINATE  
*Not incarcerate*

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Data does not replace judgement  
Data **demand**s judgement



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Feedback is one of the most significant influences on student learning

**HOWEVER**

It's also one of the most variable influences

Effect size: 0.62

0.15 → 1.17

Number of meta-analyses: 7 (4 - USA)  
Number of studies: 798  
Number of students: 13,396  
Number of effects: 2,704  
Confidence Factor: 4

VisibleLearningMetaX.com

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ONE THIRD of studies on feedback show NEGATIVE effects on learning

Kluger and DeNisi (1996)

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Graham Nuthall (2007) conducted extensive in-class observations and noted that ...

**80%** ... of verbal feedback that students receive comes from their peers

and most of it is incorrect!

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**Data is not truth**


It is a perspective from which we can discuss our 'current reality' and engage each other in thinking about the best possible next steps.

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**"Feedback is so powerful and yet so variable."**  
John Hattie, Director of the Melbourne Education Research Institute




Key points

1. We do not need *more* feedback
2. We need to think about the quality and timing of feedback
3. Even more importantly, we should focus on how feedback is *received and used* by students


Video available at [bit.ly/HattieInterview-CL](https://bit.ly/HattieInterview-CL)



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The good news is, we're getting lots of feedback  
The bad news is, it's not helping us very much ...



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Typical effects of feedback



Potential effects of feedback



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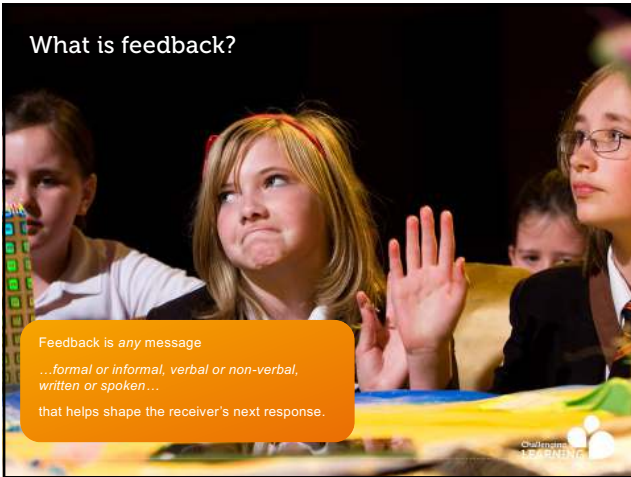


NOW  
WHAT?



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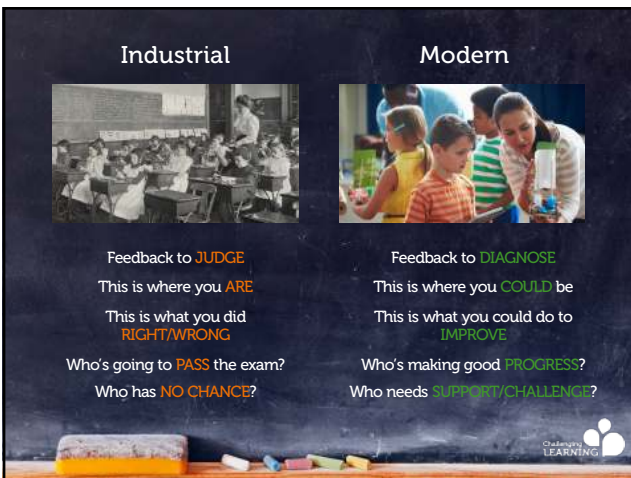
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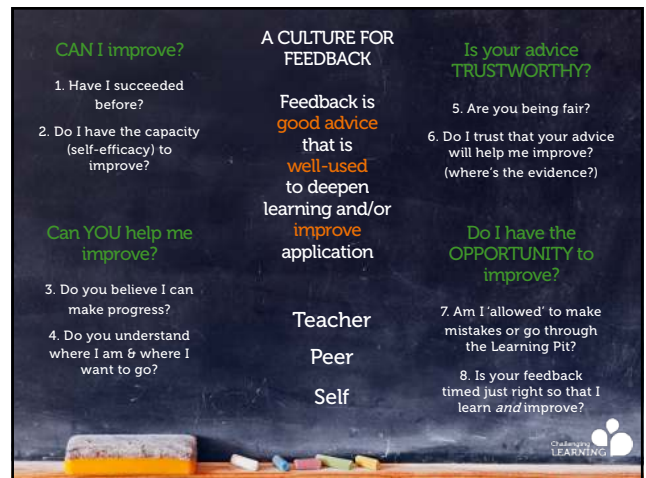
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### What is your feedback culture like just now?



1. What **impact** is feedback currently having on student learning?
2. Is the effect of feedback **always positive**?
3. What type of feedback do your students **benefit most** from?
4. How do your students respond to **grading**?
5. Is your feedback mostly **formative** or summative?
6. What are the main **sources** of feedback for your students?

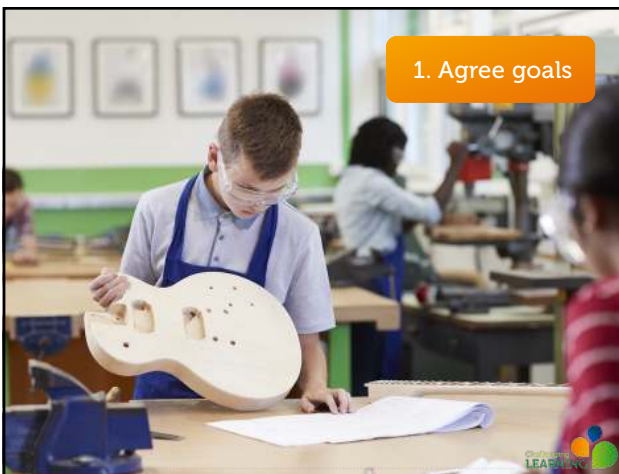
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### Seven Steps to Feedback Success


1. Agree goals
2. First attempt
3. Self (or peer) review
4. Edits
5. Teacher feedback
6. Final edits
7. *Grade*

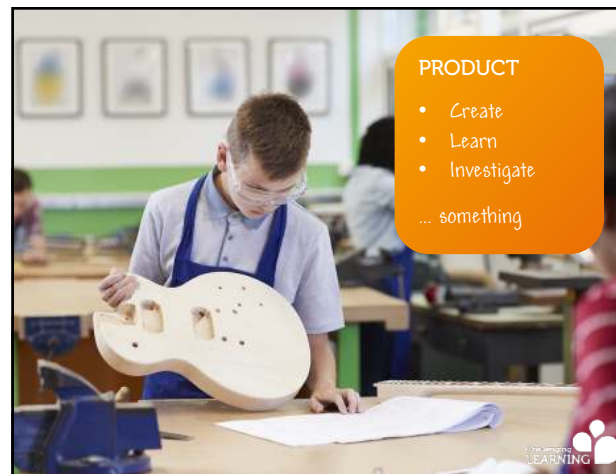
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1. Agree goals




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**PRODUCT**

- Create
- Learn
- Investigate
- ... something

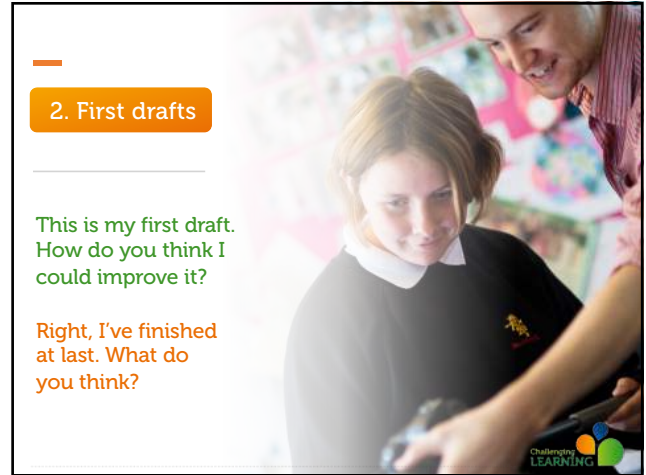


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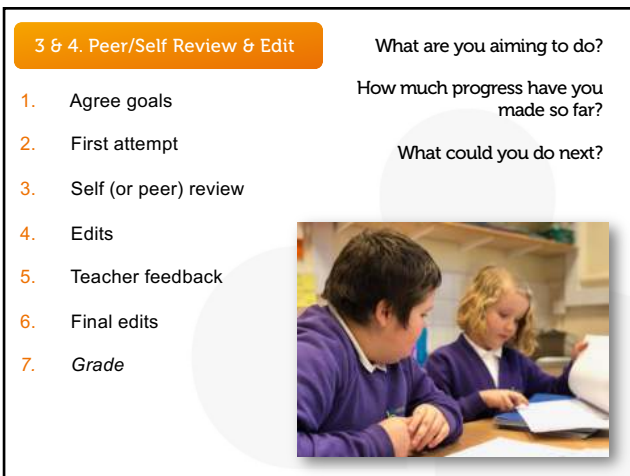
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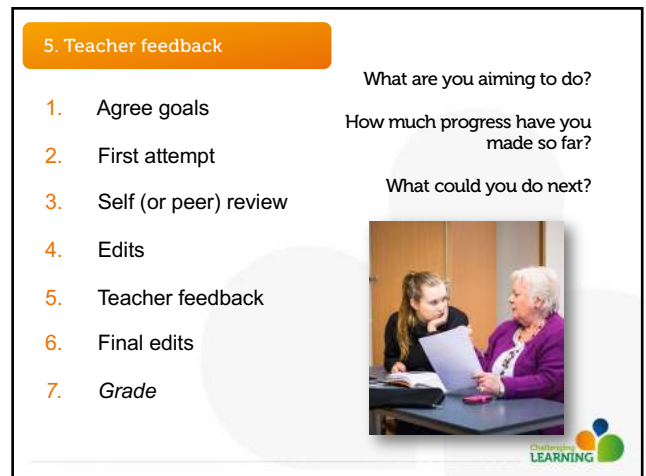
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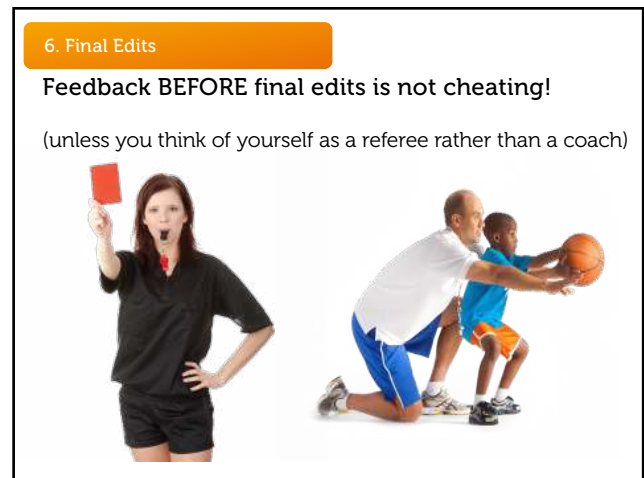


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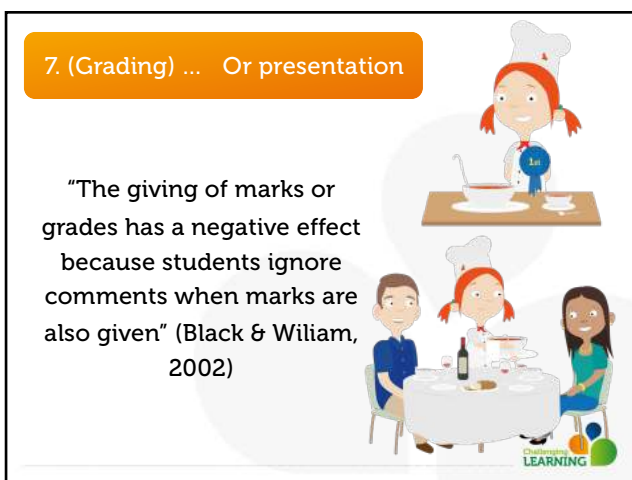
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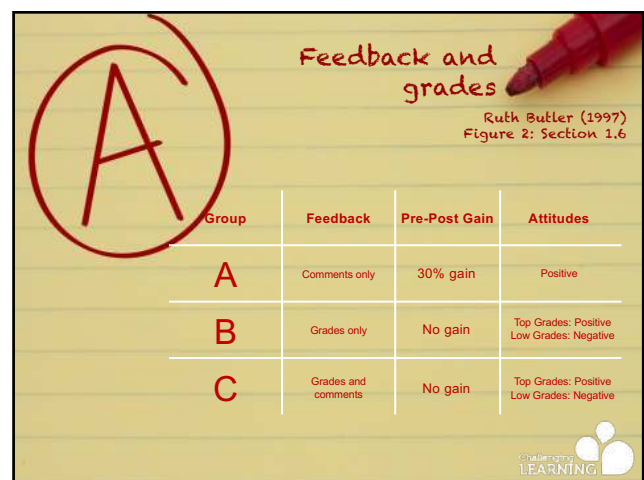
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**7. Grading**

You can stop grading being a negative influence by ...

1. Keeping it separate from other forms of feedback
2. Referring to it as 'grading' rather than 'feedback'

Then, you can make grading positive by ...

3. Teaching students how to grade their own work

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**7. Better ways to grade (if you have to) ...**

**Short Term**

- Grades given only after feedback is applied
- Average of provisional grade + post-feedback grade
- Mastery marking – students keep improving their work until they hit the agreed aspirational grade
- Red, Amber, Green mark – all red & amber work can be redrafted until the green mark is reached
- Match comments to work – groups are given strips of paper with comments on that they then have to match to the relevant work

**Long Term**

- Teach students how to grade their own work
- e.g. I would grade this as a 'B' because of x, y and z. If you were to add this and change that then it would lift it to a B+

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**READY.** Intro

**FIRE.** First attempts

**AIM.** Review, teach, improve





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Email: [info@learningpit.org](mailto:info@learningpit.org)

INCLUDE:

- ✓ Your Name
- ✓ Role (Teacher or Administrator)
- ✓ School (or School District)

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