

# Feedforward Strategies



SINGLE LESSON – Student-Facing Strategies and Material Templates

## ABOUT THIS RESOURCE

In order to foster a culture of growth in your classroom and provide specific, actionable feedback focused on students' development, you need to *feedforward*. When we *feedforward*, we provide students with opportunities for growth.

This document includes two templates: one that can be customized to support students as they **self-assess** and one to support students as they **receive feedback**. Self-assessment and receiving feedback are both important strategies for students as they ask and answer the third question of the feedback cycle: "Where to next?".

## HOW TO USE THIS RESOURCE

Review and customize the templates on the following pages. Plan how and when you will identify categories or criteria for student focus: chosen for students in advance or developed by students as a class, in groups, or independently. Finally, consider the additional implementation tips and options below.

### IMPLEMENTATION TIPS AND OPTIONS

- Model how to use the forms by self-assessing a student work sample (with permission from the student!) or a teacher-created exemplar in front of the class.
- Pair these feedback forms with an existing rubric or criteria sheet for an assignment or project to guide the focus of the feedback.
- Invite students to customize the templates with what they'd like to focus on in their feedback.
- Invite students to work with a partner to provide feedback.
- Ask for volunteer students to share their feedback with the class and debrief and reflect on the effectiveness of these forms.
- Ask students to include these forms when they turn in final drafts of work.

# << TEMPLATE >>

## SELF-ASSESSMENT



As I reviewed my own work, I was focused on these categories or criteria:

- 1.
- 2.
- 3.

## STRENGTHS

Instructions	Feedback for Myself
<p>Provide 1 or more compliments. What did you do well?</p> <ul style="list-style-type: none"><li>• I really like ____.</li><li>• I did ____ really well.</li><li>• The strongest part of this is ____.</li></ul>	

## QUESTIONS




Instructions	Feedback for Myself
<p>Describe questions or ideas that emerged as you were reviewing your work.</p> <ul style="list-style-type: none"><li>• What did I mean when I wrote ____?</li><li>• Why did I choose to ____?</li><li>• I wondered about ____.</li><li>• Would __ fit better ____?</li></ul>	

## SUGGESTIONS

Instructions	Feedback for Myself
<p>Identify issues or weaknesses, and then provide suggestions to help improve your work.</p> <ul style="list-style-type: none"><li>• To improve ____ I should _____.</li><li>• I wish I had _____.</li><li>• I think ____ would be stronger/better if I _____.</li></ul>	

## RECEIVING FEEDBACK

Now that you've received feedback, you need to reflect, evaluate it and decide what to do next! Feedback is only useful when you **use it** to learn and improve in order to move forward.

Reflect on...		Your Notes
	Based on the feedback you received, what did you do well? What's something you're proud of?	
	What questions do you have about the feedback you received, about improving your work, or about next steps?	
	<p>What will you do next to improve your work or move forward? Be specific!</p> <p>I will edit ____ by doing ____.</p> <p>I will redo ____.</p> <p>I will ask for more feedback on ____.</p> <p>I will ____ to figure out how to ____.</p> <p>I will move on to _____.</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>

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