What does feedback look like at each level?

1. Task level
This level includes feedback about how well the task is being accomplished or performed, such as:

- distinguishing correct from incorrect answers
- acquiring more or different information
- building more surface knowledge – re-teach/multiple opportunities.

For the teacher, the art is knowing when to add in/move to the next level of feedback.

The teacher should move to process feedback when the student has:

- sufficient task knowledge to begin to strategise
- sufficient confidence in the knowledge at the task level.

“Your goal was to write about all of the things you did (the events) in order. Yes, you have written the first thing first, but after that it becomes muddled. Your next step is to go back to your plan and check your numbering of the order of the events as they happened. What happened second, third, fourth, etc? Then you can use your plan to rewrite them in that order.”

Teacher/student prompts to help to give targeted and appropriate feedback

Examples of prompts at the task level:

- Does his/her answer meet the success criteria?
- Is his/her answer correct/incorrect?
- How can he/she elaborate on the answer?
- What did he/she do well?
- Where did he/she go wrong?
- What is the correct answer?
- What other information is needed to meet the criteria?
2. Process level

This level includes feedback specific to the processes underlying the tasks or relating and extending tasks.

Such feedback includes:

- relationships among ideas
- students’ strategies for error detection
- explicitly learning from errors
- cueing the learner to different strategies and errors.

An example of feedback at the process level

“Remember that the thing we are working on is the sequencing. Hmm, there’s something not quite right here. Why don’t you have another look and identify what you think needs fixing up? Then come and have a chat about this before you do your next draft.”

Teacher/student prompts to help give targeted and appropriate feedback

Examples of prompts at the process level:

- What is wrong and why?
- What strategies did he/she use?
- What is the explanation for the correct answer?
- What other questions can he/she ask about the task?
- What are the relationships with other parts of the task?
- What other information is provided (e.g., in the handout)?
- What is his/her understanding of the concepts/knowledge related to the task?
3. Self-regulation level

This type of feedback supports students to monitor, direct and regulate actions towards the learning goal.

Such feedback includes:

- the ability to create internal feedback and to self-assess
- the willingness to invest effort into seeking and dealing with feedback information
- being able to review work to decide if an answer is correct
- seeking help to seek further information and/or confirm a response.

An example of feedback at the self-regulation level

“How about you self-assess this draft? You know you’ve got the success criteria and the exemplars. You could work with Bob and Renee to assess each other’s. And can you come up with some ideas for what you might do differently in sequencing your writing next time? That would be great to share with some of the others in the class.”

Teacher/student prompts to help give targeted and appropriate feedback

Examples of prompts at the self-regulation level:

- How can he/she monitor his/her own work?
- How can he/she carry out self-checking?
- How can he/she evaluate the information provided?
- How can he/she reflect on his/her own learning?
- What did he/she do to …?
- What happened when he/she …?
- How can he/she account for …?
- What justification can be given for …?
- What further doubts does he/she have regarding this task?
- How does this compare with …?
- What does all this information have in common?
- What learning goals has he/she achieved?
- How have his/her ideas changed?
- What can he/she now teach?
- Can he/she now teach another student how to …?