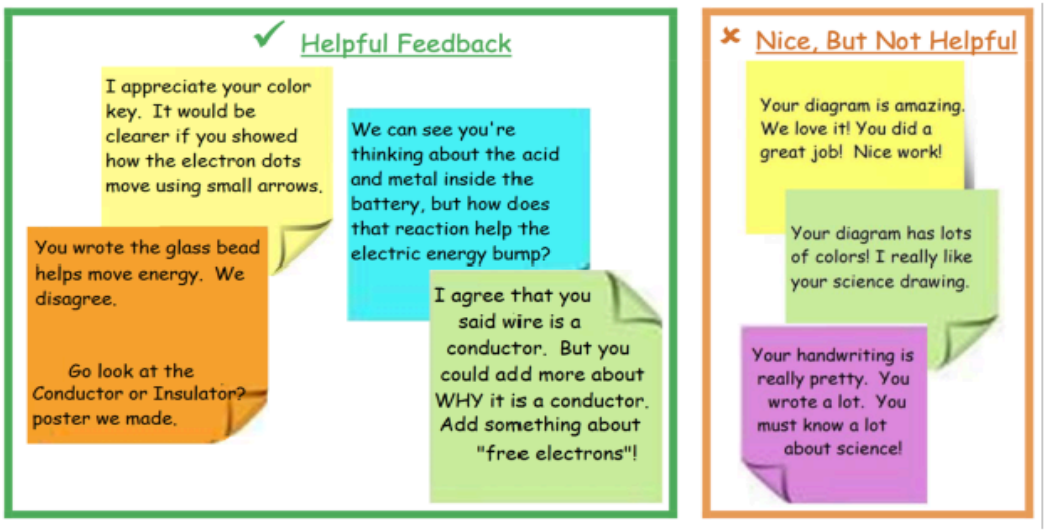
How-to Give Awesome Feedback

Included below are examples of helpful and not-so-helpful feedback together. Use the examples to have the class describe characteristics that make a piece of feedback helpful or not-so-helpful.



Here are some review feedback sentence stems and processes for sharing feedback via sticky notes. Sentence stems can help students identify particular parts of their peers' work and ask questions or make suggestions.

Sentence Frames:

I appreciate how you _____. It would be clearer if you added_____.

I see you're thinking about_____. Do you think you should add_____?

The writing said that _____. We disagree and think you should change_____.

We agree that_____. But you could add evidence about _____.

Suggestions for a more collaborative feedback process:

1) Returning to their original poster and responding to feedback (~10 min).
   Students read and consider the feedback they received, deciding what to do in response. They may add or change something about their work, taking up the suggestions of their peers. However, they may also leave a sticky note to return to later (i.e., if it asks a question they are not sure of yet), or they may counter a suggestion if they disagree and clarify the point in their work.

2) Reflecting on the feedback and process (~5 min). Did any group get any particularly helpful feedback? Provide some time to acknowledge this and point out what was helpful. In an example protocol below, high schoolers were invited to interact around the entire feedback process, including consideration of the quality of their feedback. On one sheet of paper, “reviewers” first provided feedback in the form of a question in the upper left. Original authors reviewed the feedback and responded on the right side, then reviewers considered authors’ responses to determine whether their feedback was effective.