Helping Students Give and Receive Feedback

1. **Begin a routine of ongoing informal opportunities** for students to give and receive feedback.

   "Are you sure the work is finished? Go ask _____ what s/he thinks about what you just did."

   The feedback should be guided by three rules: "Be specific. Be helpful. Be kind." as well as "You don't have to follow the advice."

2. **Hold critique sessions.** This can happen in whole or small groups (small groups may be easier; you can ask students to choose a couple of friends to look at one another's work together). Look at unfinished work so students can use the feedback to revise what they have done.

   One way to begin the conversation is to ask a student to comment on his/her own work. Students can identify particular things they would like feedback on. Adults can participate in the conversation and model helpful feedback.

   Another way is to ask the group:
   - Look carefully at the work with a focus on *describing*, not judging or interpreting. (What do you see in this drawing? What do you notice about this essay?) If students do make a judgment or interpretation, ask what in the work makes them say that.
   - What questions do you have for the creator of the work? (Why did the artist put blue on the face? How is the writer supporting his/her claim?)
   - What suggestions do you have for what to do next? (What might help the drawing be more realistic? What might make the essay stronger? Is there something in someone else's work that you wish ____ had included in his/her own?)

   Record part of the conversation and bring it to the next meeting (1-1 ½ pages of conversation is plenty!). This can be used to discuss how to make feedback sessions more effective.

3. **Post comments in the classroom** made by students and adults as a reference for all to support learning with and from one another. For example,

   - o I was inspired by…
   - o Maybe…
   - o I notice…
   - o Another way you could do it is…

   - o What if…
   - o I wonder…
   - o How could you…
   - o I could…