

FEEDBACK

Feedback enables you to recognise your strengths as well as areas for development, and to identify and plan with your teacher the next steps in your learning. The best type of feedback is timely and specific, is constructive and meaningful, and corrects misunderstandings related specifically to a task. You should receive feedback before and after common assessment tasks.

Sometimes the best form of feedback is self-assessment and reflection, and programs should ensure you are provided with opportunities to do this before and after common assessment tasks. When a common assessment task is returned to you, your teachers will first give written feedback (often in the style of medals/missions based on the assessment criteria), and then at a later time, once you have reflected on this feedback, you may be awarded a mark or grade.

The feedback you receive from your teachers will be both formal and informal. Below is a list of some forms of feedback your teacher may give to you:

- oral feedback from teacher or peers, such as collaborative activities and conferencing
- written feedback from teacher and/or peers, based on the criteria for assessing learning
- whole-class discussions to clarify the task during the activity, including blogs, wikis and forums
- whole-class or individual student comments about aspects of the activity where students performed well, and how to improve
- peer and self-assessments and self-reflections
- checklists, criteria sheets, comments or grades
- ongoing oral or written comments, including questioning students' understanding
- cues, reinforcements or prompts to redirect learning
- drafts and resubmissions
- peer collaboration using online tools
- written, audio or digital annotations
- discussion of a range of student work samples and other examples beyond the classroom in relation to criteria