

VISIBLE LEARNING FOR LITERACY

Implementing the
Practices That Work
Best to Accelerate
Student Learning

GRADES K-12



DOUGLAS FISHER • NANCY FREY • JOHN HATTIE



Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Visible Learning for Literacy, Grades K-12* by Douglas Fisher, Nancy Frey, and John Hattie.

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FEEDBACK STRATEGIES

Feedback Strategies Can Vary in . . .	In These Ways . . .	Recommendations for Good Feedback
Timing	<ul style="list-style-type: none"> • When given • How often 	<ul style="list-style-type: none"> • Provide immediate feedback for knowledge of facts (right/wrong). • Delay feedback slightly for more comprehensive reviews of student thinking and processing. • Never delay feedback beyond when it would make a difference to students. • Provide feedback as often as is practical, for all major assignments.
Amount	<ul style="list-style-type: none"> • How many points made • How much about each point 	<ul style="list-style-type: none"> • Prioritize—pick the most important points. • Choose points that relate to major learning goals. • Consider the student’s developmental level.
Mode	<ul style="list-style-type: none"> • Oral • Written • Visual/ demonstration 	<ul style="list-style-type: none"> • Select the best mode for the message. Would a comment in passing the student’s desk suffice? Is a conference needed? • Interactive feedback (talking with the student) is best when possible. • Give written feedback on written work or on assignment cover sheets. • Use demonstration if “how to do something” is an issue or if the student needs an example.
Audience	<ul style="list-style-type: none"> • Individual • Group/class 	<ul style="list-style-type: none"> • Individual feedback says, “The teacher values my learning.” • Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for reteaching.

Source: Brookhart (2008).



Learn more about the book this lesson is from: <http://bit.ly/2RacPb1>

Figure 1.10