

Formative Assessment Feedback

Productive Feedback...	Unproductive Feedback...
Is timely and frequent	Is delayed or inconsistent
Is clear, constructive, empowering	Is vague (or too complex), critical
Is specific to the strategy or process (growth mindset)	References intelligence or ability (fixed mindset)
Is Individualized to student	Addresses a group when not applicable to all
	Compares to other students
Provides suggestions, hints, or cues for how to improve	Provides only the correct answer
Related to a well-defined learning goal or target	Draws attention to the student instead of the task
Fills a gap between what is understood and what is aimed to be understood	Is out of the zone of proximal development
Supports self-regulation	Relies on continuous feedback from the teacher
Provides a safe and collaborative environment for peer feedback	Doesn't promote a classroom culture of risk-taking
Can be provided by teacher, peers, or self	Is only provided from teacher to student.
Provides feedback when students request assistance, during natural pauses, or when students have completed a task	Provides feedback while students are actively engaged in the task
Is continuous and actionable	Culminates and does not allow for student growth
Informs subsequent instruction	Is not considered when planning subsequent lessons

References:

- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Hattie, J. (2017). *Visible learning for mathematics, grades K-12: What works best to optimize student learning*.
- Heritage, M., & Stigler, J. W. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, Calif: Corwin.

