

Feedback That Moves Learning

Why naming where a student is and what comes next drives growth

Feedback is among the most powerful influences on learning, but only when it is the right kind. Feedback that simply says right or wrong does little. Feedback that tells a student where they are going, how they are doing, and what to do next is what actually moves learning forward.

The three questions

The most useful feedback answers three questions, where am I going, how am I going, and where to next (**Hattie & Timperley, 2007**). A grade alone answers none of them. A clear goal, an honest read of the current work, and a concrete next step answer all three, and that is what turns feedback into progress.

Formative assessment raises achievement

When teachers check learning along the way and act on what they find, achievement rises, and it rises most for the students who were furthest behind (**Black & Wiliam, 1998**). The point of assessment is not only to measure learning, it is to guide the next move.

Good feedback does not just judge the work. It tells the student exactly what to do to make it better.

What this means for Teach BIG

This is why our thinking levels give both teacher and student a shared, plain language way to name where a piece of thinking stands and what the next level looks like. A student is never left with only a score. They are given their level and a clear next step, which is exactly the feedback the research says works.

References

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7 to 74.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81 to 112.