STRIVE'S

FEEDBACK CONTINUUM

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FEEDBACK CONTINUUM

1 Clear Learning Objectives

- Posting learning targets/ intentions
- Refer to learning target / intention
- Posting success criteria
- Refer to success criteria
- Teacher asked student feedback

2 Written Activities Aligned to Success Criteria

- Activities align with success criteria
- Students explain connections between learning target & success criteria
- Anticipate common misconceptions; plan scaffolds, & guided questions
- Teacher reviews student work

3 Teacher Provides High-Quality Feedback

- Use student feedback to see if activity helps show their learning
- Teacher demonstrates a clear understanding of student work
- Differentiate feedback to match student needs
- Reflect on Stages 1–3; while building toward deeper feedback
- Students can identify their strengths & areas for growth
- Students use feedback to revise or plan next steps

4 Peer Feedback

- Teacher models peer feedback routines
- Students provide feedback that is specific, kind, & connected to LT/SC, skills, and strategies
- Students use peer feedback to revise or plan next steps
- Teacher monitors & facilitates, but students increasingly take ownership of feedback
- Teacher reflects on peer feedback to identify common strengths, gaps, or misconceptions and adjusts instruction

Feedback Continuum Directions

- Start at Stage 1 and move to the next stage once the previous one is a routine part of your practice. Use the Indicators of Practice at the end of each stage to determine if you are ready to move on.
- Don't skip stages; each stage strengthens the one that comes after it. However, you may want to use ideas in all of the stages before you feel confident in a previous stage.
- Use the glossary when terms are not clear.
- Review content-specific examples for each stage.
- At every stage, the teacher also **gathers and uses feedback from students and their work** to refine future instruction, reteach concepts, and adjust strategies.

Feedback Continuum

Stage 1 - Clear Learning Objectives (essential questions, learning targets, and success criteria)	**Simple: Learning Targets/Intentions*** ● **Students** know exactly what they're aiming for. **Teacher** is clear on what they want students to learn. Goals are visible, in student-friendly language, and teacher checks for shared understanding of the Learning Targets/Intentions. **Digging Deeper: Success Criteria*** ● **Students** know step by step what they need to do to be successful and achieve the learning target/intention. **Teacher** creates the success criteria in a progression (i.e., DOK, Blooms, Teaching and Learning Progression. First, I need to do this and then this and then this…all to meet the learning target/intention).

Teacher Reflection and Adjustment

- What evidence of student strengths and needs emerged during this stage?
- Which seemed most effective?
- What misconceptions or gaps became visible that may need re-teaching or clarification?
- How might I adjust grouping, pacing, or the level of support?
- Which students are ready for extension or enrichment?
- How will I use today's feedback (from students, peers, or my own observations) to improve instruction?

Feedback Continuum

Review the indicators of practice to see if you are ready to move on to stage 2?

- Posting learning targets/intentions every day (LT/I may cover more than 1 day)
- Teacher and students refer to learning target/intention every day throughout the lesson
- Posting success criteria every day (SC may cover more than 1 day)
- Teacher and students refer to SC every day throughout the lesson
- Teacher has asked student feedback on LT/I and SC and what can be improved (i.e., increase student friendly language, refer to it more often, remind me when SC should be completed, post where I can see it, create checklist/rubric for me to monitor my own learning) and student input on designing SC and LT (when appropriate)

Stage 2- Written Activities Aligned to Success Criteria	**Simple: Teacher driven** ● **Students** complete tasks that directly match the learning target and success criteria so their work shows what they know and can do. **Teacher** aligns purposeful reading, writing, and discussion and active engagement with success criteria. **Digging Deeper: Teacher and student driven** ● **Students** feel safe to make mistakes and reach out for support about the learning target/intention and success criteria. **Teacher** identifies necessary scaffolds and misconceptions about each SC and aligned activity. (What will students struggle with? What are the misconceptions they will have? What skills* and strategies* will students need to have? What questions do I need to have prepared? What examples do I need to have ready?)

Teacher Reflection and Adjustment

- What evidence of student strengths and needs emerged during this stage?
- Which seemed most effective?
- What misconceptions or gaps became visible that may need re-teaching or clarification?
- How might I adjust grouping, pacing, or the level of support?
- Which students are ready for extension or enrichment?
- How will I use today's feedback (from students, peers, or my own observations) to improve instruction?

Review the indicators of practice to see if you are ready to move on to stage 3?

Feedback Continuum

- Teacher has designed activities that directly align with success criteria and are used consistently in lessons.
- Students can explain how the activity connects to the learning target and success criteria.
- Teacher has anticipated common misconceptions and planned:
    - **Scaffolds** support built into the activity to help students access the LT/SC. *Example (Math)*: Providing a fraction model chart for students who may confuse numerator and denominator.
    - **Likely misconceptions** predictable errors that the activity surfaces so they can be addressed. *Example (Science)*: Expecting students to confuse weight and mass during a lab, so the activity includes a checkpoint question to clarify.
    - **Guiding questions** prompts embedded in the activity to nudge students' thinking back toward the success criteria.*Example (ELA)*: Adding a discussion stem, "How does this piece of evidence support your claim?" to redirect students who list quotes without explanation.
- Teacher reviews student work to inform next steps with scaffolds, misconceptions, guiding questions.

Stage 3 - Teacher Provides High-Quality Feedback	**Simple: Monitor and provide feedback** ● **Students** receive feedback that is timely, specific, and actionable and connects to LT/SC, key skills and strategies. It focuses on the task, process, and self-regulation, not the learner's ability. **Teacher** monitors looking for misconceptions and needed scaffolds and provides feedback that is aligned with the LT/SC and necessary skills and strategies to achieve LT/SC. **Digging Deeper: Engaged in focused and differentiated feedback** ● **Students** receive feedback that is still aligned to the Learning Targets, Success Criteria, and key skills and strategies, and students now use it more actively. They ask clarifying questions, engage in dialogue about what the feedback means, and apply it through revision or re-attempts. Students focus on a few high-leverage points at a time and use scaffolds, checklists, or exemplars to act on the feedback. **Teacher** feedback continues to connect to the LT, SC, skills, and strategies**,** but becomes more focused and actionable. Teachers give fewer, higher-priority points of feedback, deliver it in multiple modes (oral, written, digital), and create opportunities for students to revise or reattempt tasks. Teachers also frame feedback around effort and strategies to build student confidence and growth mindset. For concrete examples of what this looks like for both students and teachers, see the High-Quality Feedback Chart in the Glossary.

Teacher Reflection and Adjustment

- What evidence of student strengths and needs emerged during this stage?

Feedback Continuum

- Which seemed most effective?
- What misconceptions or gaps became visible that may need re-teaching or clarification?
- How might I adjust grouping, pacing, or the level of support?
- Which students are ready for extension or enrichment?
- How will I use today's feedback (from students, peers, or my own observations) to improve instruction?

Review the indicators of practice to see if you are ready to move on to stage 2?

- Teacher monitors, gathers, and uses student feedback about whether the activity helps them show their learning.
- Teacher demonstrates a clear understanding of student work, using it as evidence of what students know and can do, including both strengths and areas for growth.
- Teacher begins differentiating feedback to match student needs, focusing on the LT, SC, and key skills/strategies
- Teacher consistently reflects on and implements practices from Stages 1–3 while building toward deeper feedback.
- Students can identify their strengths and areas for growth, making their thinking visible in their work.
- Students use feedback to revise or plan next steps toward improving skills and strategies.

Feedback Continuum	
Stage 4 - Peer Feedback	**Simple: Guided and Structured Peer Feedback** ● **Students** give and receive feedback using teacher-provided prompts, checklists, or sentence frames. They focus on the Learning Target (LT), Success Criteria (SC), and specific skills/strategies the class has been working on. Peer comments are specific, kind, and connected to the task, not the learner. Students practice listening and asking clarifying questions about the feedback. **Teacher** models how to give effective feedback, monitors student exchanges, and steps in as needed to redirect or reinforce. The teacher ensures peer feedback stays connected to the LT/SC and provides scaffolds (frames, exemplars, checklists) so students know how to respond productively. **Digging Deeper: Independent and Reflective Peer Feedback** ● **Students** use feedback routines more independently and engage in deeper dialogue with peers. They not only give feedback but also ask clarifying questions, explain their reasoning, and provide actionable next steps. Students revise or reattempt their work based on peer feedback and reflect on how applying it improves their progress toward the LT/SC. They begin to internalize the feedback process and use it to self-assess. **Teacher** shifts to more of a facilitator role, observing patterns in peer feedback and highlighting strong examples. Teachers encourage students to prioritize high-leverage feedback, monitor for accuracy and alignment to LT/SC, and gradually release responsibility so students become increasingly confident and skilled in giving and receiving feedback. **For concrete examples of what this looks like for both students and teachers, see the Peer Feedback Chart in the Glossary and Peer Feedback Routines and Procedures.**

Teacher Reflection and Adjustment

- What evidence of student strengths and needs emerged during this stage?
- Which seemed most effective?
- What misconceptions or gaps became visible that may need re-teaching or clarification?
- How might I adjust grouping, pacing, or the level of support?
- Which students are ready for extension or enrichment?
- How will I use today's feedback (from students, peers, or my own observations) to improve instruction?

Feedback Continuum

Review the indicators of practice to see if you are ready to reflect about the 4 stages and identify next steps

- Teacher consistently structures and models peer feedback routines tied to LT/SC, and students are able to use them productively.
- Students provide feedback that is specific, kind, and connected to LT/SC, skills, and strategies — not just surface-level comments.
- Students use peer feedback to revise or plan next steps, and their work shows evidence of improvement.
- Teacher monitors and facilitates, but students increasingly take ownership of giving, receiving, and applying feedback.
- Teacher reflects on patterns in peer feedback to identify common strengths, gaps, or misconceptions and adjusts instruction accordingly.

Continuum Reflection

- Which stage of the continuum feels strongest in my classroom right now?
- Where do I notice the biggest opportunities for growth across the four stages?
- How do I know students are benefiting from each stage (what evidence do I see in their work, dialogue, or self-reflection)?
- How well am I using student and peer feedback patterns to adjust my instruction?
- What routines or scaffolds do I need to tighten up so that feedback becomes a consistent part of learning, not an add-on?
- How will I revisit earlier stages (e.g., clarifying success criteria) as I deepen later stages (e.g., peer feedback)?

See Content Specific Examples (Stages 1-4) for progression through stages.

*Glossary

- **High-Quality Feedback Examples**

Feedback Example	Teachers will be…	Students will be…
Engage in dialogue	Providing **feedback as dialogue**, making space for students to respond, question, and interpret feedback.	Engaging in **dialogue about feedback,** asking clarifying questions, discussing comments with peers or teacher, and explaining what feedback means in their own words.
Provide 2 to 3 high leverage points	Giving **focused, high-quality feedback** (2–3 clear points) instead of overwhelming students with too many corrections.	Using **focused feedback** to revise or reattempt tasks, concentrating on 2–3 high-leverage areas tied to the Success Criteria.
Praise effort	Framing comments to **praise effort, strategies, and persistence**, fostering a growth mindset and resilience.	Building confidence through feedback that emphasizes **effort, strategy, and persistence** rather than ability.
Use multiple modes	Delivering feedback in **multiple modes** (oral, written, digital, exemplars) to ensure accessibility and retention.	Accessing feedback in **different formats** (written notes, verbal conferencing, digital/audio comments, exemplars, checklists) and choosing which form best helps them improve.
Differentiate based on needs of learners	Adjusting feedback to **meet the needs of diverse learners** (e.g., ELs, students with disabilities, different readiness levels).	Actively using **differentiated supports** (sentence stems, visual cues, checklists, rubrics) to make feedback actionable.
Embed revision	Embedding **revision opportunities** into instruction so students can act on feedback right away.	Applying feedback through **revision cycles,** updating work, practicing again, or re-solving problems with teacher/peer support.

- **Learning Targets and Success Criteria**

    - **Learning Targets (LT):** Specific, measurable goals for what students should know or be able to do by the end of a lesson. Learning Targets are derived directly from grade-level content standards and serve as stepping stones toward answering the Essential Question (s) and outcomes for the unit. **Importance:** Because they are rooted in standards, Learning Targets ensure that daily instruction builds toward mastery of required knowledge and skills. They give both teachers and students clarity on the purpose of learning, increasing engagement and achievement (Hattie, 2009 effect size for clear expectations = 1.44).
    - **Success Criteria (SC):** Observable, measurable steps that break down the Learning Target into manageable, markers of success. Success Criteria are phrased in student-friendly language (often as "I can…" statements) so students can monitor progress, self-assess, and take ownership of their learning. **Importance:** Success Criteria make standards actionable. They show students what quality work looks like and create opportunities for reflection, peer feedback, and metacognition (Hattie's effect size for self-reflection = 0.75; for metacognition = 0.69).
        - **Example Progression:** For the LT above (*RI.8.1*):
            - "I can highlight evidence in a text that supports my answer."
            - "I can explain how that evidence supports my analysis."
            - "I can evaluate which pieces of evidence are the strongest for my claim."

- **Peer Feedback**

Peer Feedback Chart		
Content	**Simple Peer Feedback Examples**	**Digging Deeper Peer Feedback (student-led) Examples**
ELA	**ELA (Essay Drafts):** *Teacher would be* modeling with sentence starters like: "One strength I noticed is…" or "One suggestion is…" *Students would be* using those starters to give surface-level feedback, e.g., "Your thesis is clear. One suggestion is to add more evidence in paragraph 2."	**ELA (Essay Drafts):** *Students would be* asking each other: "What was your main point here? How does it connect to your claim?" *Teacher would be* circulating, nudging with questions if peers stall: "Did you ask them how evidence connects to reasoning?"
Math	**Math (Problem Solving):** *Teacher would be* providing a feedback checklist (e.g., Did they show their work? Did they explain their reasoning?). *Students would be* saying: "You explained step 1, but I didn't see how you got step 3. Can you show that?"	**Math (Problem Solving):** *Students would be* saying: "I solved this differently. Can we compare methods to see which is more efficient?" *Teacher would be* observing, listening for productive debate, and stepping in only to highlight misconceptions or strong reasoning.
Science	**Science (Lab Reports):** *Teacher would be* guiding with prompts like: "Underline the hypothesis. Is it testable?" *Students would be* giving feedback like: "Your hypothesis matches the experiment, but I think you need more detail about the variables."	**Science (Lab Reports):** *Students would be* questioning: "How does your conclusion connect to the data in your table? Do you think another variable influenced your results?" *Teacher would be* helping them push further: "What follow-up question could you ask them?"

Peer Feedback Chart		
Social Studies	**Social Studies (Writing to Sources):** *Teacher would be* supplying an annotation guide: "Check for use of at least 3 documents." *Students would be* noticing: "You used two documents really well. Maybe add evidence from Document C."	**Social Studies (Writing to Sources):** *Students would be* giving feedback like: "Your evidence is strong, but your analysis doesn't explain the significance. Why does this matter to the argument?" *Teacher would be* encouraging students to notice patterns: "Which type of feedback keeps coming up across groups?"

- **World Languages:**
  - Simple: Students highlight correct verb conjugations with teacher-provided sentence frames.
  - Deeper: Students ask, "Does your choice of verb tense change the meaning of your sentence?"
- **Art/Music:**
  - Simple: "I like your shading here. One suggestion is to blend more."
  - Deeper: "What emotion do you want the viewer/listener to feel here? Does your shading/melody accomplish that?"
- **CTE (Career & Tech Ed):**
  - Simple: Peers check a rubric box: "Your business plan included a budget, but not a marketing strategy."
  - Deeper: "If you were pitching this to investors, what questions might they ask? Can I role-play one with you?"

- **Skills:**

  the foundational abilities and content knowledge defined by grade-level standards that students must demonstrate to meet the success criteria

  - **Examples:**

    - Math (CCSS): recalling multiplication/division facts (*3.OA.C.7*), adding/subtracting within 1,000 (*3.NBT.A.2*).
    - ELA (CCSS): producing complete sentences with correct grammar (*L.4.1*).
    - Science (NGSS): using academic vocabulary to explain phenomena (e.g., "photosynthesis" from *MS-LS1-6*).
    - Social Studies (C3): identifying credible sources (*D2.His.14.6-8*).

- **Strategies:**

  the processes and approaches aligned to standards for literacy, math, science, and social studies practices that students apply to show learning

  - **Examples:**

    - Reading (CCSS): identifying key ideas and details (*RI.5.1*), annotating text to track evidence, summarizing main ideas (*RI.5.2*).
    - Writing (CCSS): planning and organizing ideas with graphic organizers, revising drafts to strengthen evidence (*W.6.5*).
    - Math (CCSS Standards for Mathematical Practice): making sense of problems (*MP1*), showing work with multiple representations (*MP4*).
    - Science (NGSS Science & Engineering Practices): analyzing/interpreting data (*SEP 4*), constructing explanations (*SEP 6*).

Feedback Continuum Rubric				
Stage	**Indicator**	**Not Met**	**Partially Met**	**Consistently Met**
Stage 1: Clear Learning Objectives (LT/SC)	Posting LT/I daily	LT/I not posted or rarely visible.	LT/I posted some days but inconsistently.	LT/I posted daily (may cover >1 day) and clearly visible.
	Referring to LT/I	Not referenced during lessons.	Teacher references LT/I, but student use is limited.	Teacher and students consistently use LT/I to guide learning.
	Posting SC daily	SC not posted or unclear.	SC posted some days, sometimes not connected to LT/I.	SC posted daily (may cover >1 day) and fully aligned to LT/I.
	Referring to SC	Not referenced during lessons.	Teacher occasionally references SC; students rarely engage.	Teacher and students consistently reference SC to monitor progress.
	Student feedback on LT/SC	No opportunities for student feedback.	Student feedback is occasional or not applied.	Teacher regularly gathers and applies student feedback to improve LT/SC clarity and usefulness and involves students in designing LT/SC (when appropriate).

Feedback Continuum Rubric

Feedback Continuum Rubric				
Stage	**Indicator**	**Not Met**	**Partially Met**	**Consistently Met**
Stage 2: Written Activities Aligned to Success Criteria	Activities align to LT/SC	Activities loosely connected or unrelated.	Some activities align, but not consistent or clear.	All activities directly align with LT/SC and provide clear evidence of learning.
	Students explain connection	Students cannot explain link between tasks and LT/SC.	Some can explain connection; inconsistent across class.	Most/all students explain how activities connect to LT/SC.
	Anticipating misconceptions & scaffolds	Misconceptions ignored; no scaffolds or guiding questions.	Some scaffolds or questions embedded, but not systematic.	Teacher anticipates misconceptions and embeds scaffolds/guiding questions in activities.
	Safe to make mistakes	Classroom culture discourages risk-taking.	Some students feel safe, but not all.	Students consistently feel safe to make mistakes and seek support.
	Reviewing student work	Work not collected or rarely used for instructional decisions.	Some work reviewed, but not consistently used.	Teacher consistently reviews work and uses evidence to inform next steps.

Feedback Continuum Rubric				
Stage	**Indicator**	**Not Met**	**Partially Met**	**Consistently Met**
Stage 3: Teacher Provides High-Quality Feedback	Gathering student feedback on activities	No input gathered on activity usefulness.	Input sometimes gathered but rarely used.	Teacher routinely gathers and uses student feedback to adjust activities.
	Understanding strengths & gaps in work	Feedback vague; no evidence cited.	Identifies either strengths or gaps, limited evidence.	Feedback cites clear evidence of both strengths and gaps tied to LT/SC.
	Differentiating feedback	Feedback generic, not tied to LT/SC.	Some tailoring by group/individual; alignment uneven.	Feedback differentiated, 2–3 high-leverage points, tied to LT/SC & skills.
	Connecting to earlier stages	Feedback disconnected from LT/SC and tasks.	Sometimes references LT/SC or activity evidence.	Consistently connects feedback to LT/SC and activity evidence; embeds revision routines.
	Students naming strengths & needs	Students cannot articulate strengths/needs.	Some can identify strengths/needs with prompting.	Most students clearly name strengths/needs in LT/SC language.
	Students revising/next steps	Students do not act on feedback.	Some revise or plan inconsistently.	Most revise or plan concrete next steps; work improves over time.

Feedback Continuum Rubric				
Stage	**Indicator**	**Not Met**	**Partially Met**	**Consistently Met**
Stage 4: Peer Feedback	Structuring peer feedback routines	No routines or modeling.	Routines/tools exist but are inconsistently used.	Teacher models & students consistently use routines tied to LT/SC.
	Peer feedback quality	Feedback vague/off-task/personal.	Some feedback tied to LT/SC but surface-level.	Feedback specific, kind, and task-focused, tied to LT/SC & skills.
	Students revising from feedback	Peer feedback not applied.	Some students revise/plan next steps; uneven results.	Most revise or plan next steps from feedback; work shows improvement.
	Student ownership vs. teacher facilitation	Teacher absent or dominates exchanges.	Teacher facilitates but must redirect often.	Students take ownership; teacher lightly facilitates as needed.
	Teacher reflection on peer feedback patterns	Peer feedback not reviewed for instruction.	Teacher notices trends but rarely acts on them.	Teacher analyzes peer feedback patterns & adjusts instruction (reteach, regroup, extend).

Adjusting Instruction Content Examples for each Stage	
Stage 1: Clarify Learning Targets & Success Criteria	
ELA (Reading/ Language Arts)	• *Simple*: Students look confused when LT says “analyze character motivation.” Teacher rephrases: “We’re figuring out why characters do what they do” and models with a short passage. • *Digging Deeper*: Teacher notices students mix up “summarize” vs. “analyze” in their notes. She front-loads vocabulary with side-by-side definitions and examples before moving into text analysis.
Math	• *Simple*: When LT says “apply properties of operations,” students look uncertain. Teacher gives a worked-out example of distributive property on the board. • *Digging Deeper*: Teacher sees students confuse “simplify” with “solve.” Creates a mini-lesson contrasting the two with practice problems.
Science	• *Simple*: LT is “explain photosynthesis.” Teacher models using a diagram and rephrases as “plants make their own food.” • *Digging Deeper*: Many students confuse “energy from the sun” with “energy from food.” Teacher plans to build in a hands-on demo with light and plants to clarify.
Social Studies	• *Simple*: LT: “Evaluate causes of the American Revolution.” Teacher pauses to break down “evaluate” = “decide which was most important” and provides a model for one of the causes. • *Digging Deeper*: Teacher notes many students confuse “cause” and “effect.” Builds a mini-lesson with timelines and cause-effect charts to support clarity.

Adjusting Instruction Content Examples for each Stage	
Stage 2: Self-Assessment	
ELA (Reading/ Language Arts)	• *Simple*: Students self-rate comprehension after reading; teacher notices many mark "3/3" but misunderstand text in exit slips. She revisits monitoring comprehension strategies. • *Digging Deeper*: Teacher compares self-ratings with quiz scores → sees inflated confidence. Plans to model think-aloud strategies for self-checking.
Math	• *Simple*: Exit tickets ask students to rate how well they can "solve multi-step word problems." Teacher uses tallies to decide which problems to reteach. • *Digging Deeper*: Students confident in answers but show work incorrectly. Teacher realizes they don't self-check operations. Builds in error-analysis practice.
Science	• *Simple*: Students rate understanding of "cell parts." Teacher notes which organelles to reteach the next day. • *Digging Deeper*: Students think they know but mix up mitochondria and chloroplasts. Teacher models how to use diagrams and mnemonic tools to check accuracy.
Social Studies	• *Simple*: Students rate their ability to "explain checks and balances." Teacher notes gaps and plans review stations. • *Digging Deeper*: Self-assessments are inaccurate—students think "checks" = "money." Teacher builds a clarification mini-lesson using real-life government examples.

Adjusting Instruction Content Examples for each Stage	
Stage 3: Teacher Provides Feedback	
ELA (Reading/ Language Arts)	• *Simple*: Teacher sees many essays missing text evidence → reteaches how to embed quotes in the next lesson. • *Digging Deeper*: Rubric scores show a pattern—students are strong in ideas but weak in transitions. Teacher adjusts pacing to build a transitions mini-lesson and practice time for students.
Math	• *Simple*: Teacher sees errors in fraction addition (denominators not lined up). She forms a small group for reteaching. • *Digging Deeper*: Multiple classes show same weakness in word problems. Teacher refines strategy instruction (underline key words, draw models).
Science	• *Simple*: Teacher notices lab reports missing hypothesis statements → next day starts with model + sentence stem. • *Digging Deeper*: Across groups, students misinterpret "variables." Teacher designs a scaffolded graphic organizer for future labs.
Social Studies	• *Simple*: Many DBQ essays lack citations. Teacher reteaches how to reference documents. • *Digging Deeper*: Feedback shows misunderstanding of primary vs. secondary sources. Teacher shifts pacing to spend more time analyzing source reliability.

Adjusting Instruction Content Examples for each Stage	
Stage 4: Peer Feedback	
ELA (Reading/ Language Arts)	• *Simple*: Teacher observes peers giving vague feedback ("good job") on essays. Teacher notes need to reteach specificity. • *Digging Deeper*: Teacher sees students misapply rubric language. She models peer dialogue with sentence stems: "One strength is… A next step could be…"
Math	• *Simple*: During partner work, students check each other's equations. Teacher overhears frequent order-of-operations mistakes → plans mini-lesson. • *Digging Deeper*: Peer feedback shows students can identify correct answers but not explain errors. Teacher models and provides feedback on "convince me" routines to deepen reasoning.
Science	• *Simple*: Students give feedback on lab reports. Teacher notices most just write "add more detail." She reteaches specificity. • *Digging Deeper*: Students aren't using LT/SC when giving feedback. Teacher models how to reference rubric language ("Does your conclusion explain if the hypothesis was supported?").
Social Studies	• *Simple*: Peers give feedback on presentations about historical events. Teacher notices many students just comment on visuals. She reteaches focus on content and provides exemplars for students to refer to. • *Digging Deeper*: Peer feedback reveals students don't understand "bias" in sources. Teacher introduces sentence stems to push feedback toward evaluating perspective.

Content Specific Examples (Stages 1-4)	
ELA (Reading/ Language Arts) Example - Argumentative Writing	
Stage 1: Clear Learning Objectives	**LT:** *"I can write a claim supported by evidence and reasoning."* **SC:** *"I can state my claim clearly, use at least two pieces of evidence, and explain how the evidence supports my claim."*
Stage 2: Written Activities Aligned to Success Criteria	Students write a short paragraph responding to a prompt. The teacher anticipates misconceptions (students list evidence without explaining reasoning) and builds in guiding questions: *"How does this evidence support your claim?"*
Stage 3: Teacher Provides Feedback	Teacher gives focused written comments: *"Your claim is clear. Next step: add reasoning to explain how your evidence supports it."* Students revise their paragraphs.
Stage 4: Peer Feedback	Students exchange drafts with a checklist (Does it have a clear claim? At least 2 pieces of evidence? Reasoning?). Peers give specific feedback: *"Your evidence is strong, but you need more explanation."* Students revise again, showing improvement.

Content Specific Examples (Stages 1-4)	
Math Example - Algebra (Solving Equations)	
Stage 1: Clear Learning Objectives	**LT:** *"I can solve linear equations with one variable."* **SC:** *"I can isolate the variable, show each step, and check my solution."*
Stage 2: Written Activities Aligned to Success Criteria	Students solve practice problems. Teacher anticipates misconceptions (adding instead of subtracting when moving terms) and includes a scaffolded problem set with step-by-step hints.
Stage 3: Teacher Provides Feedback	Teacher circulates and notices a group of students skipping the "check your solution" step. Gives verbal feedback: *"You isolated the variable correctly, now check your answer."* Plans a mini-lesson on error-checking.
Stage 4: Peer Feedback	Students work in pairs, solving different problems and checking each other's steps with a checklist. Feedback is specific: *"You skipped combining like terms in step 2—can you add that?"* Teacher monitors for accuracy and highlights strong examples.

Content Specific Examples (Stages 1-4)	
Science Example - Lab Reports (Experimental Design)	
Stage 1: Clear Learning Objectives	**LT:** *"I can design an experiment with independent, dependent, and controlled variables."* **SC**: *"I can write a testable hypothesis, identify variables, and describe a procedure."*
Stage 2: Written Activities Aligned to Success Criteria	Students draft hypotheses and identify variables. Teacher anticipates misconceptions (confusing independent and dependent variables) and embeds a guiding question: *"Which variable are you changing on purpose?"*
Stage 3: Teacher Provides Feedback	Teacher gives targeted notes: *"Your hypothesis is strong, but your dependent variable isn't measurable. Try restating it with something you can observe or count."* Students revise.
Stage 4: Peer Feedback	Students exchange lab report drafts. Using a rubric, peers give comments: *"Your hypothesis is testable, but your procedure doesn't control variables. Can you add more details?"* Students revise based on feedback before final submission.

Content Specific Examples (Stages 1-4)	
Social Studies Example - Document-Based Question (DBQ Essay)	
Stage 1: Clear Learning Objectives	**LT:** *"I can write an essay using evidence from primary and secondary sources."* **SC:** *"I can cite at least 3 documents, analyze them, and connect evidence to my claim."*
Stage 2: Written Activities Aligned to Success Criteria	Students practice annotating 2–3 sources. Teacher anticipates misconceptions (students quoting without analysis) and embeds stems like *"This shows that…"* to guide.
Stage 3: Teacher Provides Feedback	Teacher notices students are citing but not analyzing. Feedback: *"Good use of Document B. Next step: explain why this evidence supports your argument."* Teacher models analysis in next class.
Stage 4: Peer Feedback	Students trade essay drafts and use a checklist: *"Did they use at least 3 documents? Did they connect evidence to their claim?"* Peers give feedback: *"You used Document C well, but you didn't explain its significance."* Students revise to strengthen analysis.

Content Specific Examples (Stages 1-4)	
Electives Example - Art	
Stage 1: Clear Learning Objectives	**LT:** *"I can use shading techniques to show depth."* **SC:** *"I can blend shadows smoothly, show a range of light to dark, and create contrast."*
Stage 2: Written Activities Aligned to Success Criteria	Students practice shading spheres with teacher feedback on technique. Teacher anticipates misconception (outlines too harsh) and prompts: *"How can you soften the edge between light and dark?"*
Stage 3: Teacher Provides Feedback	Teacher comments during practice: *"You have strong contrast. Next, work on blending to remove visible lines."*
Stage 4: Peer Feedback	Students display work and give each other feedback: *"Your blending is smooth, but the light source isn't clear—maybe adjust highlights."* Teacher highlights examples of strong peer comments.

Content Specific Examples (Stages 1-4)	
PE Example - Basketball Free Throws	
Stage 1: Clear Learning Objectives	**LT:** "I can demonstrate proper free throw shooting form." **SC:** Bend knees, align elbow under ball, follow through with wrist, hold form until ball hits rim.
Stage 2: Written Activities Aligned to Success Criteria	Students practice free throws in sets of 10. Teacher anticipates misconceptions: • *Misconception*: Students flick wrist but don't bend knees. • *Scaffold*: Checklist on the wall with each success criterion. • *Guiding Question*: "Which part of your body provides the power—the wrist or the legs?"
Stage 3: Teacher Provides Feedback	Teacher circulates and gives specific, actionable feedback: • "Your elbow is under the ball—great job. Next, bend your knees more to generate power." Students revise immediately by shooting another set, focusing on just one correction at a time.
Stage 4: Peer Feedback	Students pair up and use a peer checklist: • "Did they bend knees?" • "Was the elbow aligned?" • "Did they hold the follow-through?" **Simple (guided):** Student says, "You bent your knees, but your follow-through ended too soon." **Digging Deeper (independent):** Student asks, "What did you notice about your shot when you held your follow-through longer? Did it feel more accurate?" Teacher monitors but gradually steps back, letting students run the feedback cycle.

Peer Feedback Routines & Content Examples

Purpose: Support students in giving and receiving feedback that is specific, kind, and tied to Learning Targets (LT), Success Criteria (SC), skills, and strategies.

1. Sentence Starters
2. Peer Checklists
3. Color-Coding/Highlighting
4. Clarifying Questions
5. Praise-Question-Polish
6. Gallery Walk/Partner Swap
7. Feedback Logs/Journals

1. Sentence Starters

Routine	Provide frames like *"One strength I noticed is…"* and *"One suggestion is…"*.
Examples	• **ELA (Essay Drafts):** *One strength I noticed is that your thesis is clear.* *One suggestion is to add more evidence in paragraph 2.* • **Math (Problem Solving):** *One strength I noticed is that you showed all your steps clearly.* *One suggestion is to explain how you got from step 2 to step 3.* • **Science (Lab Reports):** *One strength I noticed is that your hypothesis matches the experiment.* *One suggestion is to add more detail about the independent variable.* • **Art:** *One strength I noticed is your shading creates depth.* *One suggestion is to blend more in the background.* • **PE:** *One strength I noticed is that your jump landing was balanced.* *One suggestion is to keep your knees bent for safety.*

2. Peer Checklists

Routine	Teacher creates a quick checklist aligned to SC for students to use.
Examples	**How to use:** Peers review work against the **Success Criteria**, mark each step (✔ **met** / ~ **partial** / ✖ **not yet**), then write **one next step** tied to LT/SC. **ELA (Argument Paragraph)** **LT:** I can write a claim supported by relevant evidence and reasoning. **SC:** Clear claim → Evidence → Explanation → Link back to claim. **Peer Checklist** 1. ☐ **Claim stated** in one clear sentence. 2. ☐ **Evidence** (quote/data) is **relevant** to the claim. 3. ☐ **Citation** or source is present (as required). 4. ☐ **Explanation** tells **how/why** the evidence supports the claim. 5. ☐ **Concluding/link sentence** connects back to the claim/LT. **Next Step (1):** _____ **Evidence I saw:** _____ **Math (Solving Linear Equations)** **LT:** I can solve and justify steps in a linear equation. **SC:** Combine like terms → Inverse operations → Isolate variable → Check solution. **Peer Checklist** 1. ☐ **Like terms combined** correctly. 2. ☐ **Inverse operations** shown step-by-step (each step justified). 3. ☐ **Variable isolated** with correct arithmetic. 4. ☐ **Solution checked** by substitution. 5. ☐ **Units/labels** included if required. **Next Step (1):** _____ **Evidence I saw:** _____ **Science (Lab Report – Variables & Conclusion)** **LT:** I can design an investigation and draw conclusions from data. **SC:** Testable hypothesis → Variables identified → Data accurate → Conclusion uses data. **Peer Checklist** 1. ☐ **Hypothesis** is **testable** and predicts a relationship. 2. ☐ **Independent**, **dependent**, and **controlled variables** labeled. 3. ☐ **Data table/graph** is complete, labeled, and accurate.

	4. ☐ **Conclusion** directly **uses data** (numbers/trends) to support claims. 5. ☐ **Limitations or sources of error** noted (as required). **Next Step (1):** _____ **Evidence I saw:** _____ **Social Studies (DBQ Body Paragraph)** **LT:** I can use sourced evidence to support a historical claim. **SC:** Context → Evidence from multiple docs → Sourcing → Significance. **Peer Checklist** 1. ☐ **Topic sentence** states claim/argument. 2. ☐ **Evidence** from **≥ 2 documents** is integrated. 3. ☐ **Sourcing** (POV, purpose, context) addressed for at least one doc. 4. ☐ **Analysis** explains historical **significance** (so what/impact). 5. ☐ **Outside knowledge** added when relevant. **Next Step (1):** _____ **Evidence I saw:** _____

3. Color-Coding/Highlighting	
Routine	Students mark strengths in one color, areas to improve in another.
Examples	• **ELA:** Highlight strongest piece of evidence (green) and weakest (yellow). • **Math:** Highlight clear reasoning in one color and skipped steps in another. • **Science:** Highlight where data supports the conclusion vs. where it doesn't. • **World Languages:** Highlight correct conjugations vs. errors in a paragraph. • **Art:** Use green to mark well-blended areas, yellow where shading looks flat.

4. Clarifying Questions	
Routine	Students ask 1–2 questions to push peers' thinking.
Examples	• **ELA:** "How does this quote connect to your claim?" • **Science:** "How does your conclusion connect to the data in your table?" • **Math:** "Could you solve this another way or explain why you chose this method?" • **Social Studies:** "Why is this event significant to your argument?" • **PE:** "What strategy could help make your pass more accurate?"

5. Praise - Question - Polish	
Routine	3-part structure: (1) Praise, (2) Question, (3) Suggestion.
Examples	• **ELA:** "Your introduction is clear. What's your main point in paragraph 2? Maybe add a transition." • **Social Studies:** "Your claim is strong. Why does this evidence matter? Consider adding significance." • **Art:** "Your use of color is striking. What feeling do you want to convey? Try deepening the contrast." • **CTE:** "Your slides are clear. What data supports this claim? Maybe add a chart or graph." • **Music:** "Your pitch was accurate. What emotion are you trying to create? Try adjusting your dynamics."

6. Gallery Walk/Partner Swap	
Routine	Students rotate and leave quick feedback using sticky notes or digital comments.
Examples	• **ELA:** Sticky note on draft: "Explain why this evidence matters." • **Math:** Note on solution: "Check your graph scale—does it match the data?" • **Science:** Comment on lab report: "Your variables are labeled, but what about controls?" • **Art:** "Great use of perspective—could you add shading to the background?" • **Music:** "Loved your energy—tempo slowed in the chorus." **Gallery Walk Feedback Rubric (Student Version)** **Directions:** As you review your peer's work, leave feedback that is **specific, kind, and connected to the Learning Target and Success Criteria (LT/SC).** Use sticky notes or digital comments. Check each box as you go. **1. Connection to LT/SC** ☐ I identified at least one part of the work that clearly connects to the Learning Target or Success Criteria. ☐ My feedback shows how the work meets or could better meet the LT/SC. **2. Strengths** ☐ I used the sentence starter: *"One strength I noticed is…"* and named something specific (not just "good job"). **3. Suggestions** ☐ I used the sentence starter: *"One suggestion is…"* and gave a clear, actionable improvement idea. **4. Clarity & Evidence** ☐ My feedback names a detail from the work (quote, step, example, feature) so the peer knows exactly what I'm referring to. **5. Tone** ☐ My feedback is kind and respectful, focusing on the task, not the person. **Example Application** • **ELA:** "One strength I noticed is how clearly you stated your thesis. One suggestion is to add a transition between your 2nd and 3rd paragraphs so it flows better." • **Math:** "One strength I noticed is that you showed all your steps. One suggestion is to label the axes on your graph so the data is easier to read." • **Science:** "One strength I noticed is your conclusion matches your hypothesis. One suggestion is to include a chart of your results for clarity." • **Art:** "One strength I noticed is your use of shading in the foreground. One suggestion is to add more shading to the background for depth." • **PE:** "One strength I noticed is your form during the push-up is correct. One suggestion is to keep your back straighter the whole time."

7. Feedback Logs/Journals	
Routine	Students track peer (and/or teacher) feedback, then note how they used it. Logs can be paper-based, digital (e.g., Google Docs, Notebooks, Padlet), or structured in a simple two-column template: Feedback I Received | How I Used It (Evidence of Improvement)
Examples	**ELA** • *Log Entry:* "Peer said add transition → revised conclusion to flow better." • *Evidence:* Highlighted new transitions in conclusion paragraph. **Science** • *Log Entry:* "Peer noticed missing units in table → corrected data labels." • *Evidence:* Fixed table includes (mL) and (°C). **Math** • *Log Entry:* "Peer said I skipped steps → added explanations for dividing fractions." • *Evidence:* My worked-out solution now shows step-by-step division. **PE** • *Log Entry:* "Peer said my pacing was too fast → adjusted to steady tempo next run." • *Evidence:* My time per lap was consistent across the run. **World Languages** • *Log Entry:* "Peer said verb tense was wrong → revised to past tense." • *Evidence:* Corrected 'voy' to 'fui' in my sentence. **Art** • *Log Entry:* "Peer said my shading stopped too soon → extended shading into the background." • *Evidence:* Added darker gradients in sky area. **Music** • *Log Entry:* "Peer said tempo slowed in chorus → practiced with metronome." • *Evidence:* Recorded performance stays steady at 90 bpm. **CTE (Career & Tech Ed)** • *Log Entry:* "Peer said my marketing section was missing digital strategies → added social media campaign ideas." • *Evidence:* Revised plan now includes 3 strategies for Instagram/TikTok ads. **Guiding Prompts for Students** • What specific feedback did I receive? • What action did I take based on that feedback? • How did the change improve my work (or performance)? • What still needs more work?

Research Citations Aligned to Each Stage

Stage 1: Clear Learning Objectives (LT & SC)

- **Sadler, D. R. (1989).** "Formative assessment and the design of instructional systems." *Instructional Science, 18*(2), 119–144.
  → Students need a clear picture of what quality work looks like to close the gap between current and desired performance.

- **Black, P., & Wiliam, D. (1998).** "Assessment and classroom learning." *Assessment in Education: Principles, Policy & Practice, 5*(1), 7–74.
  → Explicit learning intentions and success criteria increase achievement by clarifying expectations.

- **Hattie, J. (2009).** *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* Routledge.
  → Clear goals/expectations (effect size = **1.44**) and self-reflection (effect size = **0.75**) are among the highest-impact influences on learning.

Stage 2: Written Activities Aligned to Success Criteria

- **Nicol, D., & Macfarlane-Dick, D. (2006).** "Formative assessment and self-regulated learning: A model and seven principles of good feedback practice." *Studies in Higher Education, 31*(2), 199–218.
  → Activities must generate evidence aligned to success criteria to guide teaching and support self-regulated learning.

- **Hattie, J., & Timperley, H. (2007).** "The power of feedback." *Review of Educational Research, 77*(1), 81–112.
  → Alignment between tasks, criteria, and feedback makes student work actionable evidence for next steps.

Stage 3: Teacher Provides High-Quality Feedback

- **Hattie, J., & Timperley, H. (2007).** (same as above).
  → Effective feedback operates at **task, process, and self-regulation** levels; avoid feedback on the "self" (person).

- **Kluger, A. N., & DeNisi, A. (1996).** "The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory." *Psychological Bulletin, 119*(2), 254–284.
  → Feedback focused on self-level (e.g., "You're smart") undermines performance, while task- and process-level feedback drives improvement.

Stage 4: Peer Feedback

- **Topping, K. J. (1998).** "Peer assessment between students in colleges and universities." *Review of Educational Research, 68*(3), 249–276.
  → Peer feedback increases engagement, critical thinking, and self-assessment when structured with criteria.

- **Black, P., & Wiliam, D. (2009).** "Developing the theory of formative assessment." *Educational Assessment, Evaluation and Accountability, 21*(1), 5–31.
  → Peer assessment is a central strategy in formative assessment; it works best when connected to shared criteria.

- **Nicol, D. (2010).** "From monologue to dialogue: Improving written feedback processes in mass higher education." *Assessment & Evaluation in Higher Education, 35*(5), 501–517.
  → Students learn more when they engage in dialogue around feedback, including peer dialogue.

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