

Five 3 - Feedback Routine

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One positive about the piece of work



One thing that needs further explaining



One suggestion for improvement

purpose

This routine is designed to support learners as they give and receive feedback from their peers. It helps learners to identify positive elements, engage in collaborative discussion and explore ways to move learning forward.

Giving
Feedback to
Others

PURPOSE

What kind of thinking does this routine encourage?

This routine is designed to support learners as they give and receive feedback from their peers. It helps learners to notice and name positive elements in a piece of work, engage in collaborative dialogue and explore ways improvements could be made to move learning forward.

APPLICATION

When and where can it be used?

Use this routine:

- To examine how a piece of work meets the success criteria.
- During the editing and re-crafting phases of the writing process.

ASSESSMENT

How can I use this routine as an assessment?

As this routine exists in a moment of time, there exists both opportunities and challenges when assessing.

- Are learners able to articulate their thinking to their piece about a particular piece of work?*
- Can they identify aspects of a piece of work that meet the success criteria?*
- Can they engage in meaningful discussions with a peer about elements that need further explanation?*
- Can they justify their feedback responses?*
- Can they identify ways a piece of work might be improved?*

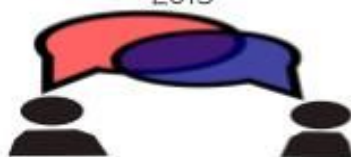
LAUNCH

What are the steps needed for starting and using this routine?

1. **Set up** → Learners are either given or form pairs to analyse a piece of work
2. **Read** → Receiving student reads their piece of work to the student giving feedback who listens and follows along.
3. **Positive** → Record one positive sentence about the piece of work being examined. Sentence stems include:
 - *I really like the way _____ because _____*
 - *I noticed that _____. I think this is effective because _____*
 - *_____ really highlights how you have met ____ in the Success Criteria*
 - *Your choice of words in _____ really made _____*
4. **Further Explanation** → Record one sentence about a element of the work that needs further explaining. Sentence stems include:
 - *This part confused me because _____*
 - *Can you tell me why _____*
 - *What do you mean by _____*
 - *Tell me more about _____*
 - *Why is _____*
 - *_____ was not clear to me because _____*
5. **Improvement** → Record one sentence about how the learner might improve their piece of work. Sentence stems include:
 - *Moving forward I think this needs _____*
 - *To make your work better, I would suggest _____*
6. **Share the thinking** → Student giving feedback shares their thinking with the receiving student who is then asked to re-craft their work.

Give 3 - Feedback Routine

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| <ul style="list-style-type: none"><input type="checkbox"/> I really like the way _____ because _____.<input type="checkbox"/> I noticed that _____. I think this is effective because _____.<input type="checkbox"/> _____ really highlights how you have met the Success Criteria, because _____.<input type="checkbox"/> Your choice of words in _____ really made _____.<input type="checkbox"/> This is high quality work because _____.<input type="checkbox"/> I noticed that you have done _____. This shows that _____. | <ul style="list-style-type: none"><input type="checkbox"/> This part confused me because _____.<input type="checkbox"/> Can you tell me why _____.<input type="checkbox"/> What do you mean by _____?<input type="checkbox"/> Tell me more about _____.<input type="checkbox"/> Why is _____?<input type="checkbox"/> _____ was not clear to me because _____.<input type="checkbox"/> What did you do to _____? (meet the success criteria)<input type="checkbox"/> I noticed that _____ part of the success criteria is challenging you. | <ul style="list-style-type: none"><input type="checkbox"/> Moving forward I think this needs _____.<input type="checkbox"/> To make your work better, I would suggest _____.<input type="checkbox"/> One thing to improve on is _____.<input type="checkbox"/> Adding/ removing/ replacing _____ would improve your work and help you meet the success criteria.<input type="checkbox"/> Your goal was to _____. You have met this part of the success criteria but you still need to _____. |
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