Ladder of Feedback

Thank

Presenter thanks the feedback partners by stating what they have taken away from the conversation.

Suggest

Offer ideas for improving the piece. What could be changed, added, subtracted or reworked? Be specific.

Questions & Concerns

Raise questions, puzzles or concerns about the work. Share what is not working, confusing or could be improved using "I wonder. . ." statements.

Value

Express what is working, is strong, shows thought, or is engaging about the work using "I value. . ." statements.

Clarify

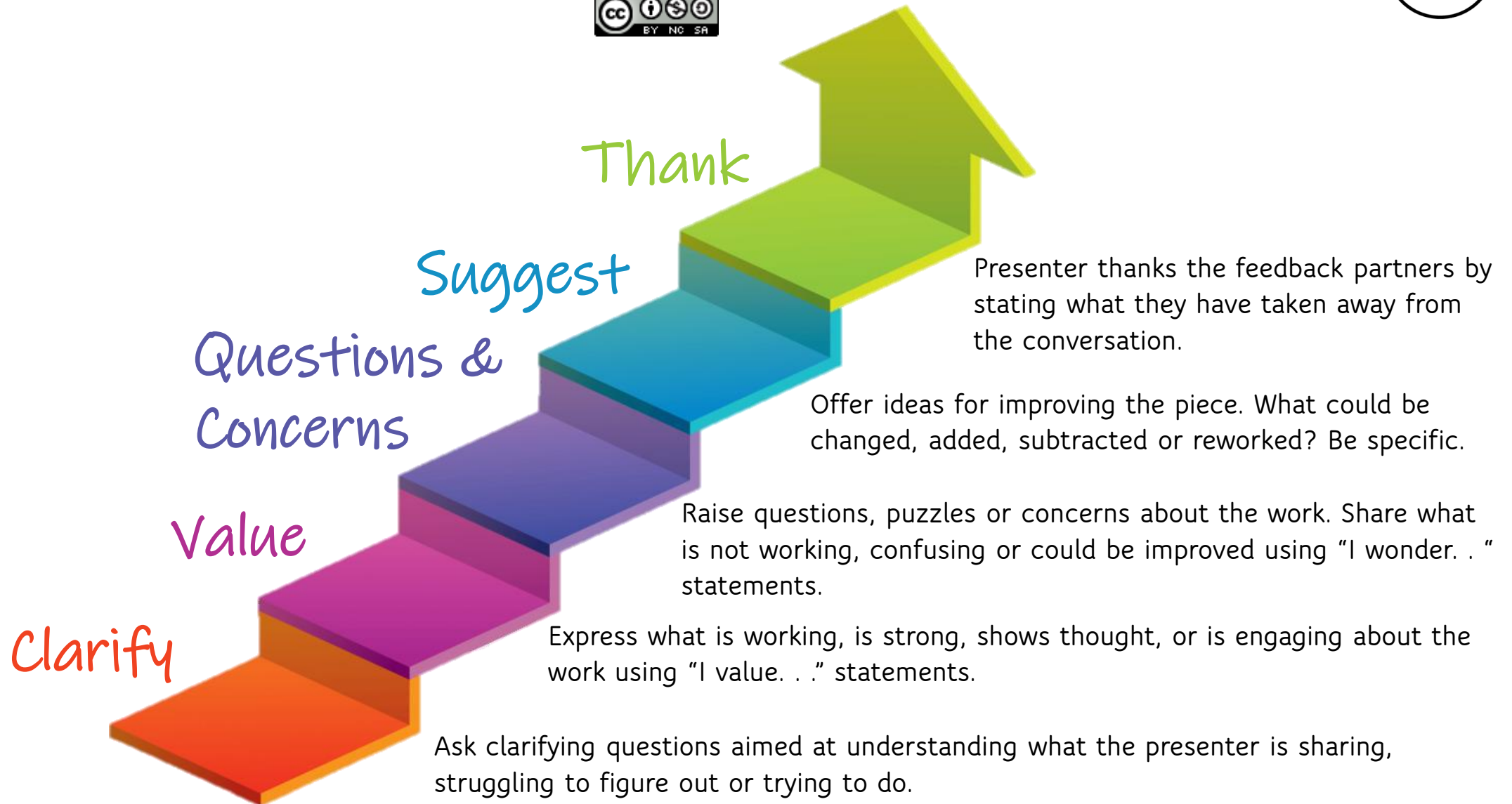Ask clarifying questions aimed at understanding what the presenter is sharing, struggling to figure out or trying to do.

Purpose

What kind of thinking does this routine encourage?
This routine is designed to support learners and teachers to provide both positive and constructive feedback to another about a learning artefact. This routine supports the presenter to rethink and consider their work in progress, keeping the learner at the center of the thinking and decision making process.

Application

When and where can it be used?
Use this routine:
- ❑ With almost any work in progress, e.g. writing drafts, presentations, projects, artworks, performances etc.
- ❑ When students are refining and polishing a learning artefact

Assessment

How can I use this routine as an assessment?
Learning to give good feedback takes time. At every phase of this routine teachers should look for and support growth over time in the responders.
- ❑ *Can they identify what was good and explain why?*
- ❑ *Can they identify weaknesses and address those respectfully?*
- ❑ *Are students able to make good use of the feedback they receive?*
- ❑ *Do they seek clarification or are they making assumptions?*

Launch

What are the steps needed for starting and using this routine?
1. **Set Up** → undertaken in pairs, small groups or as a whole class
2. **Present the Work** → presenter shares their work in progress, giving enough information so that they can be helpful in asking good questions and offering meaningful ideas.
3. **Clarify** → audience of responders invited to ask clarifying questions to ensure they fully understand the work.
4. **Value** → audience expresses statements of value using "I value…" statements drawing attention to what is positive, strong, thoughtful and effective in the work.
5. **Questions and Concerns** → audience ask questions, puzzles, confusions and raise concerns using "I wonder…" statements to avoid absolute statements of judgement.
6. **Suggest** → responders provide concrete suggestions on how to improve the work using sentence stems, such as:
   a) What about adding . . .
   b) Perhaps you could rework this part in order to . . .
   c) Something that might make this part stronger is . . .
7. **Thank** → presenter briefly shares what their key take-aways are from the feedback given. Responders also thank the presenter for the opportunity to give feedback.

Adapted from the work of Ron Ritchhart by

THINKING PATHWAYS