

Student Feedback Reflection Tool

Topic/Skill: _____

Date:	What I did well (Warm/Positive)	What I need to work on (Cool/Constructive/Critical)	Steps to Revise	Evidence of Revision
<input type="checkbox"/> Teacher to Student <input type="checkbox"/> Student to Student <input type="checkbox"/> Student to Self				
<input type="checkbox"/> Teacher to Student <input type="checkbox"/> Student to Student <input type="checkbox"/> Student to Self				

Student Feedback Reflection Tool (Teacher Version)

Topic/Skill: Include specific concept, skill or part of standard (any subject area)

Examples: Crafting a thesis, choosing evidence, expanded notation, unit conversions, etc.

What I did well (Warm/Positive)	What I need to work on (Cool/Constructive/Critical)	Steps to Revise	Evidence of Revision
<p>In this box, student or teacher writes positive feedback connected to the topic being addressed. If student writes, s/he records feedback in her/his own words in response to what the teacher wrote or said.</p> <p>Examples for use:</p> <ul style="list-style-type: none"> ▪ During conferences, students record their interpretation of teacher's positive feedback. ▪ If teacher provides written feedback on their work, student restates the feedback in her/his own words to show understanding of which skills within the standard have been mastered. 	<p>In this box, student or teacher writes constructive feedback connected to the topic being addressed. If student writes, s/he records feedback in her/his own words in response to what the teacher wrote or said.</p> <p>Examples for use:</p> <ul style="list-style-type: none"> ▪ During conferences, students record their interpretation of teacher's constructive feedback. ▪ If teacher provides written feedback on their work, student restates the feedback in her/his own words to show understanding of which skills within the standard need revision. 	<p>In this box, student or teacher writes specific steps student needs to take to revise the work to master the standard being addressed.</p> <p>Ideas for differentiation:</p> <ul style="list-style-type: none"> ▪ Student can generate her/his own ideas for revision based on feedback provided. ▪ Teacher can provide a list of revision tools or ideas for student to choose from to revise. ▪ Teacher can provide a specific strategy for revision that student should use to revise based on feedback provided. ▪ Note: For all options listed above, teachers will provide resources to support students with revision (examples: exemplars, packets with vocabulary options, etc.). 	<p>In this box, student transfers at least one concrete example of a revision made in her/his work to demonstrate understanding of how to incorporate the feedback provided and mastery of the skill being addressed.</p> <p>Examples for use:</p> <ul style="list-style-type: none"> ▪ Revised thesis statement ▪ Piece of evidence added ▪ Sentence using content-specific vocabulary ▪ Revised answer using all problem-solving steps ▪ Corrected calculation ▪ Problem solved with all work shown