| Table 1: Cognitive Levels of Feedback from  Missouri EduSAIL (n.d.) | |
|---|---|
| **TASK Level Feedback** | |
| How well has the task been performed? Is it correct or incorrect?<br>This level includes feedback about how well the task is being accomplished or performed, such as:<br>• distinguishing correct from incorrect answers,<br>• acquiring more or different information, or<br>• building more surface knowledge –re-teach through multiple opportunities.<br>The art is knowing when to add in/move to feedback about the processes, and when the student has sufficient task knowledge to begin to strategize. Make it simple until confidence in the knowledge begins to build. | EXAMPLE<br>"Your learning goal was to structure your recount in a way that the first thing you write is the first thing you did. Then write about the other things you did in the same order that they happened. You have written the first thing first, but after that it becomes muddled. You need to go through what you have written, number the order in which things happened, and re-write them in that order." |
| **PROCESS Level Feedback** | |
| What are the strategies needed to perform the task? Are there alternative strategies that can be used?<br>Feedback specific to the processes underlying the tasks or relating and extending tasks. Such feedback concerns information about:<br>• relationships among ideas,<br>• students' strategies for error detection,<br>• explicitly learning from errors, and<br>• cuing the learner to different strategies and error. | EXAMPLE<br>"What else might you try? Think about what you have done before when you were 'stuck' on something. What strategies have we used in class when we did not understand or weren't sure of what the word was or meant?"<br>"You were asked to compare these ideas. For example, you could try to see how they are similar, different, and how they relate together." |
| **SELF REGULATION Level Feedback** | |
| Self-monitoring, directing, monitoring the processes and task. What is the conditional knowledge and understanding needed to know what you are doing?<br>"The way students monitor, direct, and regulate actions towards the learning goal. […] There are at least six major aspects of [self-regulation], including:<br>• the capability to create internal feedback and to self-assess,<br>• the willingness to invest effort to seek and deal with feedback information,<br>• the place of self-assessment,<br>• the degree of confidence in the correctness of the response,<br>• the attributions about success or failure, and<br>• the level of proficiency at help-seeking. | EXAMPLE<br>"I am impressed by how you went back to the beginning of the sentence when you became stuck on this word.  But in this case it didn't help.  What else could you do?  When you decide on what it means I want you to tell how confident you are and why."<br>"You checked your answer with the resource book [self-help] and found you got it wrong. Any ideas of why you got it wrong [error detection]. What strategy did you use? Can you think of another strategy to try and how else you could work it out if you are correct?" |
| **SELF Level Feedback** | |
| Personal evaluation and affect about the learner. Also sometimes referred to as "non-contingent" feedback.<br>Ever present and almost useless (and can be counterproductive). It is praise that directs attention away from the task to the self:<br>• rarely about the task, and<br>• contains little task-related information.<br>Praise directed to the effort, self-regulation, engagement, or processes relating to task/performance. | EXAMPLE<br>"Good girl."<br>"You're really great because you have diligently completed this task by applying this concept." |

MoEdu-SAIL. (n.d.). *Strategy 3: Levels of Feedback*. Missouri Department of Elementary and Secondary Education: Northern Arizona University, Institute for Human Development. Retrieved November 11, 2022, from https://www.moedu-sail.org/topic/strategy-3-levels-feedback/.