Table 1: Feedback Example from Taylor (2013)

General Feedback

Feedback is easier to take action on and most effective when it is timely, focused, improvement-oriented and manageable in quantity. This feedback form is to focus your reflection on one place, rather than the multiple documents we used during the lab.

In the boxes below, I will check (or write) some items that you really need to focus on. These are not the only things that can be improved, but they are focused and achievable.

You need to:

- ❑ Check the descriptors on the other side of this sheet along with the checklists and guidance given during the task.
  - ❑ Which descriptors need to be improved? How can you do this?
  - ❑ Which are already strong and how you make them even better?
- ❑ Pay close attention to the feedback given below. Reflect. Take action next time.

Task-level Feedback

Which actions, most importantly, can be improved in addressing these criteria?

Criterion D	Criterion E
❑ Identification of **variables** ❑ Quality of predictions: graphical ❑ Quality of predictions: mathematical ❑ Quality of predictions: explanation ❑ Quality of methods: completion & justification ❑ Evaluation: validity & reliability of methods ❑ Evaluation: identifying & explaining limitations ❑ Evaluation: suggesting realistic & complete solutions	❑ Titles (graphs, tables) ❑ Units, uncertainties, labels ❑ Data processing: calculation & showing working ❑ Clarity & effectiveness of data presentation ❑ Understanding of trends, patterns, relationships ❑ Quality of scientific explanation of results

Process-level Feedback

What strategies might help you make the improvement(s) suggested?

- ❑ Improve **organisation** of work: neatness, identification of important elements, completion.
- ❑ Break task into yet-smaller stages. Use the provided **checklists** or make your own.
- ❑ Go **visual**: focus on quality of prediction & final graphs and talk (write) about these for inspiration.
- ❑ **Ask "why?"** more often. Explanation is a sequence of why-questions.

Self-regulation Feedback

How can monitoring of your own progress allow you to complete these tasks more effectively?

- ❑ **Self-assess** at early stages and often, using the rubrics/ checklists
- ❑ Ensure **instructions** are clear and **seek guidance** where needed
- ❑ Look for opportunities to **improve & extend** your work: "good enough" is never good enough.
- ❑ **Discuss** this assessment with me

Self Feedback

Write your own comment, paying attention to what you will do more effectively next time.

Table cont.: Feedback Example from Taylor (2013)	
Criterion D: Scientific Inquiry (Planning and Evaluating the methods).	
Level	Level descriptor
0	❑ The student does not reach a standard described by any of the descriptors below.
1–2	❑ The student **attempts to state** a focused problem or research question. ❑ The method suggested **is incomplete**. ❑ The student **attempts to evaluate** the method and respond to the focused problem or research question.
3–4	❑ The student **states** a focused problem or research question and **makes a hypothesis** but **does not explain it** using scientific reasoning. ❑ The student selects **appropriate** materials and equipment and writes a **mostly complete** method, mentioning **some of the variables** involved and how to manipulate them. ❑ The student **partially evaluates** the method. ❑ The student **comments** on the validity of the hypothesis based on the outcome of the investigation. ❑ The student **suggests some** improvements to the method or makes suggestions for further inquiry when relevant.
5–6	❑ The student states a **clear** focused problem or research question, **formulates a testable hypothesis** and **explains** the hypothesis using scientific reasoning. ❑ The student selects appropriate materials and equipment and writes a **clear**, **logical** method, mentioning **all of the relevant variables** involved and how to control and manipulate them, and describing how the data will be collected and processed. ❑ The student **evaluates** the method, commenting on its **reliability** and **validity**. ❑ The student comments on the validity of the hypothesis based on the outcome of the investigation. ❑ The student suggests **realistic** improvements to the method and makes suggestions for further inquiry when relevant.
Criterion E: Processing Data (tables, graphs and conclusions)	
Level	Level descriptor
0	❑ The student does not reach a standard described by any of the descriptors below.
1–2	❑ The student **collects some** data and **attempts to record** it in a suitable format. ❑ The student **organizes and presents** data using **simple** numerical **or** visual forms. ❑ The student **attempts to identify** a trend, pattern or relationship in the data. ❑ The student attempts to draw a conclusion but this is **not consistent with** the interpretation of the data.
3–4	❑ The student collects **sufficient** relevant data and **records** it in a suitable format. ❑ The student organizes, **transforms** and presents data in numerical and/or visual forms, **with a few errors or omissions**. ❑ The student **states** a trend, pattern or relationship shown in the data. ❑ The student draws **a conclusion consistent with** the interpretation of the data.
5–6	❑ The student collects sufficient relevant data and records it in a suitable format. ❑ The student organizes, transforms and presents data in numerical and/or visual forms **logically** and **correctly**. ❑ The student **describes** a trend, pattern or relationship in the data and comments on the reliability of the data. ❑ The student draws a **clear** conclusion **based on** the **correct interpretation** of the data and **explains it** using scientific reasoning.

Taylor, S. (2013, November 3). Making Feedback Visible: Four Levels Experiment. *Wayfinder Learning Lab*. https://sjtylr.net/2013/11/03/making-feedback-visible-four-levels/.