

# A checklist of considerations for effective student feedback

## WHAT IS THIS RESOURCE?

This resource provides a checklist of considerations for providing student feedback verbally, in writing, or through video.

## HOW DO I USE IT?

Review the checklist to reflect on your current feedback practice. Identify ways that you can create new, or revise existing, techniques. [CET](https://cet.usc.edu/contact-us/) is available to discuss feedback strategies for your course assignments. Support for how to provide feedback in a learning management system is provided by ITS or your school’s instructional design team.

### What is feedback?

Effective student feedback is a constructive and informative form of communication between instructors and learners. It provides specific and actionable information regarding student performance and progress. Feedback can encourage students toward improvement, enhance their understanding of the subject matter, and motivate them to reach their full potential.

### Faculty considerations for providing feedback

In my feedback, do I:

* make comments constructive, specific, and actionable?
* provide the opportunity to improve performance after receiving feedback?
* focus on the top two or three priorities for students to address and avoid over-commenting?
* directly relate the feedback to the goals of the assignment and the grading criteria?
* foster communication between the instructor and the learner?
* focus on learner performance (not personality or effort)?
* provide a mixture of individual, group, and whole-class feedback?
* support a growth-mindset with the language that I use?

How can I design my course and assignments to:

* allow for timely feedback on assignments?
* provide feedback frequently?
* provide a balanced mix of formal, informal, and group feedback?
* communicate the timeframe in which students can expect to receive feedback?

Can I explore the use of:

* automated feedback options for assessments in the learning management system?
* feedback banks?\*
* in-class collaborative learning exercises when the instructor can provide timely feedback during class?
* sharing sample submissions to help the class identify assignment criteria and/or or practice applying the evaluation criteria themselves?
* whole class feedback that identifies common errors or examples of good work that can be shared orally or in a written document?

\*Feedback banks utilize technology to automate and manage common, repetitive feedback. Consult with CET or your school’s instructional design team to discuss techniques for creating feedback banks.