

Feedback for formative purposes: classroom observation checklist

Agreed foci	Observation question	Yes	No
	Is the feedback focused on the task, not the learner?		
	Does the feedback focus on the what, how, and / or why of a problem?		
	Is the feedback presented in manageable units?		
	Is the feedback message specific and clear?		
	Is the feedback as simple as it possibly could be?		
	Does the feedback clarify goals for task success based on current performance?		
	Is the feedback unbiased and objective?		
	Does the feedback promote a specific learning goal?		
	Is the feedback given after the student has attempted a solution?		
	Does the feedback avoid comparisons with other students?		
	Does the feedback avoid threatening a student's self-esteem?		
	Does the feedback avoid praise?		
	Is the feedback delivered in a mode other than orally?		
	Is the feedback given when the student is NOT actively engaged?		
	Does the feedback avoid progressive hints which end with the correct answer?		
	Is the feedback presented using media other than just text?		
	Is error analysis and diagnosis kept to a minimum?		
	Is immediate feedback given to fix real-time errors in difficult tasks?		
	Is delayed feedback used for relatively simple tasks?		
	Is immediate feedback used for retention of procedural or conceptual knowledge?		
	Is delayed feedback used to promote transfer of learning?		
	Is delayed feedback used with high-achieving learners?		
	Is immediate feedback used with low-achieving learners?		
	Is directive or corrective feedback used with low-achieving learners?		
	Is feedback which challenges a student used with high-achieving learners?		
	Is scaffolding used with low-achieving learners?		
	Is verification used appropriately for high-achieving learners?		
	Do low-achieving learners receive concrete, directive feedback?		
	Is feedback for performance-oriented learners specific and goal-directed?		

This checklist is derived from the work of Shute, V. J. (2008). "Focus on formative feedback." *Review of Educational Research* **78**(1): 153-189.

