




**FIGURE 3.1**  
**Feedback Analysis Guide**

<p><i>Micro view</i> </p> <p>Evaluate the feedback.</p> <ul style="list-style-type: none"> <li>• Is it descriptive?</li> <li>• Is it timely?</li> <li>• Does it contain the right amount of information?</li> <li>• Does it compare the work to criteria?</li> <li>• Does it focus on the work?</li> <li>• Does it focus on the process?</li> <li>• Is it positive?</li> <li>• Is it clear (to the student)?</li> <li>• Is it specific (but not too specific)?</li> <li>• Does its tone imply the student is an active learner?</li> </ul>	<p><i>Snapshot view</i> </p> <p>What evidence of learning does the feedback provide?</p> <ul style="list-style-type: none"> <li>• What did the student learn from it?</li>   <li>• What did the teacher learn from it?</li> </ul>
<p><i>Long view</i> </p> <p>What next step(s) should the teacher and student take to use this feedback for learning? How were these steps taken? Did learning improve?</p>	

Source: From *How to Give Effective Feedback to Your Students*, 2nd Edition (p. 5), by S. M. Brookhart, 2017, Alexandria, VA: ASCD. Copyright 2017 by ASCD.