Task, Process, and Self-Regulatory Feedback in Practice

By Isaac Wells

*How do students engage in feedback in your class, school, or district?*

*Do they know how to ask for the feedback they need throughout the learning process?*

The first step is to ensure students are engaged in feedback from multiple sources and that can be a big step. While students are learning to ask for and provide effective feedback, it is important for students to know the types of feedback they need based on where they are in the learning process. They do not need to develop the same level of expertise as educators, but the clearer they are on where they are in the learning process, the clearer they will be when they ask for and receive feedback and support.

In Visible Learning for Teachers, Professor John Hattie writes, *“Feedback serves various purposes in reducing this gap: it can provide cues that capture a person’s attention and helps him or her to focus on succeeding with the task; it can direct attention towards the processes needed to accomplish the task; it can provide information about ideas that have been misunderstood; and it can be motivational so that students invest more effort or skill in the task.”* (Hattie, 2012, p. 129)

Different types of feedback are used to achieve the possible outcomes Hattie mentions in the quote above. Chapter 8 of Amplify Learner Voice Through Culturally Responsive and Sustaining Assessment briefly describes task-level, process-level, and self-regulatory feedback. We focus on when and why students will likely benefit from each type of feedback. The tool below is meant to both help students understand where they are in the learning and to request the feedback that will be most helpful to them at the “right now.”

|  | **Task-Level** | **Process-Level** | **Self-Regulatory** |
| --- | --- | --- | --- |
| What is \_\_\_\_\_\_\_\_\_ feedback? | Feedback about the success criteria of a specific product or performance (task) | Feedback on the use of processes and strategies needed to accomplish a task | Feedback on the decisions made regarding planning and strategies as well as quality of the work |
| When do I need this feedback? | This feedback is most helpful when you are learning new ideas and skills | This feedback is most helpful when you understand the information basic skills and are learning to use strategies and processes correctly. | This feedback is most helpful when you are already proficient or successful with the task(s) and are reflecting on how you learn and produce. |
| How can I ask for this feedback?  These questions can help you ask for and receive the help you need. | Can you help me:  - determine which criteria I met and didn’t meet?  - understand why \_\_\_\_\_ is not correct?  - compare my work to an example?  - decide what criteria to work on next? | Can you help me:  - make sure I am using this strategy correctly?  - check to make sure I’m not leaving out any steps?  - check each step in the process for errors? | Can you help me think about:  - how I can be more efficient?  - other strategies I might be able to use?  - how I can improve even though my work is proficient? |
| How can I provide this kind of feedback?  Consider these ideas when working with a partner or partners. | * I can see here that you (met this criteria). * What criteria do you think you should focus on next? * Can I show you how to (meet this criteria)? * Look back at this (example, progression, rubric) with me to see how we can improve \_\_\_\_. | * Can you explain the process/strategy you used so I understand? * I think you’re missing a step. Can I show you how I did it? * You used this process/strategy well. Are you comfortable using it in other situations? | * Why did you use this strategy? * Is there another strategy you could use that might be more efficient? * Have you considered (alternate strategy or process)? * How can you continue to improve your work? |

# Reflect:

* How has your thinking been validated, extended, or shifted?
* What are you already doing well with feedback from students and teachers?
* What practices will you start, continue, revise, or discontinue based on these examples?
* How will you adapt this work to your unique situation?

Hattie, J. A. (2012). *Visible learning for teachers: Maximizing impact on teachers.*

Routledge.

Bloomberg, P., Vandas, K., Twyman, I., McGee, C., Dukes, V., Fairchild, R., Hamilton, C., Wells, I. (2022). Amplify Learner Voice Through Culturally Responsive and Sustaining Assessment. Mimi and Todd Press.