

Grid 1. Give and communicate formative feedback (for school tutor and workplace tutor)



<p>Feedback levels</p>	<p>Questions for further information and to infer new reflection</p>
<p><i>Students outcomes</i></p>	<ul style="list-style-type: none"> - Are the results obtained in an activity satisfying the success criteria? - Are the results of the student correct? Why yes, why not? - How did the student elaborate the contents of the product / task? - What did you appreciate about what the student did in terms of product? - Where is the error? - What did the student do better? - What knowledge does the student need in order to do better?
<p><i>Learning process</i></p>	<ul style="list-style-type: none"> - What did not he do correctly and why? - What information, contained in the delivery, did not he examine? - What strategies did he you use? - What justifies the correctness of a job? - What explanations should be given to justify the correctness of a job? - What should the student wonder to understand how to do a proper job? - What relationships are there between the different parts of the task? - What is the level of understanding of the concepts and knowledge related to the task?
<p><i>Self assessment</i> <i>And</i> <i>Self learning adjustment</i></p>	<ul style="list-style-type: none"> - How can the student review his work? - How can the student perform systematic checks while performing a task? - What ideas is the student making about the feedback and the indications he receives? - How can the student reflect on his / her learning?

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- What did the student do for ...?
 - What happened when ...?
 - What explanation can be given for ...?
 - What doubts does the student still have about the work to be done?
 - How is this task related to ...?
 - What do all these indications have in common?
 - After examining his work (the answer) what does the student think he has learned?
 - How has your way of thinking about the problem changed and doing the job?
 - Can the student teach another student? How and what ...?