

Table 1. Checklist of considerations with a reading assignment example

Assignment: Complete an assigned reading and respond to the prompt about the reading.	
Is the feedback?	
Goal-directed	<p>To assure that the provided feedback is goal-oriented, the task must be broken into its component parts or a completion checklist: (partial example below)</p> <ul style="list-style-type: none"> • review the reading for topic indicators (title, sub-headings, charts, and so on), and think about what you already know about the topic • review the prompt to determine what information will be needed to respond to it upon completion of the reading • decode the words within the reading; identify and define any confusing vocabulary (if eye-reading) • determine fix-up strategies to be used to assist with comprehending the reading • make notes while reading to respond to the prompt • generate a graphic organizer to sort the ideas from note-taking • draft the prompt response • revise the response <ul style="list-style-type: none"> ○ organize the ideas ○ reword ○ elaborate ○ extend vocabulary • edit the response <ul style="list-style-type: none"> ○ spelling errors ○ grammar errors ○ sentence construction • publish the response <ul style="list-style-type: none"> ○ follow the submission guidelines

Constructive	Feedback is designed to move the student to the next task building upon the previous task. As example with this assignment upon completion of the review of the topic indicators, the teacher will guide the student to think about the topic while reviewing the prompt and think about the link between the reading topic and the prompt.
Immediate	Feedback must be provided upon completion of a task, not after the completion of several tasks, nor at the end of the full assignment.
Respectful and positive	Respect the work that has been completed by providing positive feedback that outweighs the corrective (i.e., at a five to one ratio, or three glows and a grow).
Specific	Provide specific information that will guide the student to the next task.
Preplanned and tied to academic or behavioral goals being pursued	The goal here is for the student to be able to read the passage and respond thoughtfully to a prompt that has been provided. While designing the task, criteria for completion of the task is developed. Plan the feedback at that time to lead students to success, using a growth mindset approach.
Non-contingent	Feedback and growth on the assignment is not based on any punishment or negative consequences.