***Feedback Essentials***:

* The learning goal must be clearly understood and valued by the teacher and the learner.
* The feedback is specific to the task and lets the learner know how he/she is doing, beginning with recognizing and naming strengths.
* The learner understands the feedback and can apply it to reaching the agreed upon goal(s).
* The feedback increases the learner’s understanding of the task.
* The feedback enhances the trust between the giver and the receiver.
* The feedback is appropriate to the task and for the learner.
* The feedback causes the learner to respond positively.
* The feedback provides a clear roadmap for the most important next step(s).

Perhaps, most important of all, the feedback must leave the learner with an “I can do it!” mindset and a disposition of sufficient energy and will to do the work. Without that positive spirit on the part of the learner as a result of the feedback, our comments will not help the learner much and may, in fact, set him back by overwhelming or discouraging him. When we give effective feedback, we use language that is honest, supportive, and responsive, and most of this language is oral, clear, and straightforward. You may want to keep the following essential questions in mind when giving feedback:

* What am I noticing about what the learner has done well or is attempting to do?
* What are the most important things I can do and say at this time to move the learner forward?
* How will the feedback help the learner progress toward the learning goal(s)?
* How will the feedback help the learner to become more confident, competent, and independent as a learner?

In *Read, Write, Lead: Breakthrough Strategies for Schoowide Literacy Success* **by Regie Routman** (ASCD, 2014)