**Goals and Feedback**

According to Marzano (2009) the starting place for all effective instruction is designing and communicating clear learning goals. If teachers are not clear of instructional goals their instructional activities will not be focused, and unfocused instructional activities do not engender student learning.

Generalizations from the research about setting goals and providing feedback include:

* Instructional goals narrow what learners focus on
* Instructional goals should not be too specific
* Students should be encouraged to personalise the teacher's goals.

According to Wiggins (2002), there are four simple points about feedback:

* You cannot learn without feedback.
* It is not teaching that causes learning. It is the attempts by the learner to perform that cause learning, dependent upon the quality of the feedback and the opportunities to use it.
* A single test of anything is, therefore, an incomplete assessment. We need to know whether the student can use the feedback from the results.
* The more self-evident the feedback to the performer, the more likely the gains.

The following activities are quick checks for understanding that allow the teacher to assess learner knowledge of concepts and provide the opportunity for feedback:

* **Minute Paper**-At the end of a class, learners summarise the main ideas/ concepts from the day's class.
* **Muddiest Point**-At the end of class learners write about the concept they had the most difficulty understanding and their current knowledge of that concept.
* **Annotated Portfolios**-Learners provide a sample of their work and a brief discussion on how each piece demonstrates understanding of a key learning goal.
* **Concept Map**-Give learners a list of concepts/terms and have them order and discuss the relationship among concepts.