PEER FEEDBACK CONTINUUM

	Beginning	*Developing*	*Progressing*	*Extending*
Structured Occasions	Limited structured occasions to support students providing and using feedback e.g., students may not have Success Criteria to use as an interpretive framework for feedback and/or the process of peer feedback is not clearly articulated for students.	Adequate structured occasions to support students providing OR using feedback. Adequate structure includes time for students to complete process, defined steps and resources, with scaffolds as needed.	Adequate structured occasions to support students providing AND using feedback.	Powerful structured occasions to support students providing and using feedback. Powerfully structured occasions additionally include clear communication about why students are engaging in peer feedback and integration of peer feedback cycles into the lesson to strongly support students to meet the Learning Goal.
Attention to Learning Goals and Success Criteria	Student feedback makes some reference to the Learning Goal and/or Success Criteria but does not support the Learning Goal and/or reflect the Success Criteria.	Student feedback references the Learning Goal and Success Criteria but minimally supports the Learning Goal and the Success Criteria. Students may require support to align peer feedback to the Success Criteria and to identify next steps in learning.	Student feedback clearly references and supports the Learning Goal and reflects the Success Criteria.	Students can justify the feedback they provide to peers (e.g., they can reflect on specific evidence and share how it relates to the Learning Goals and Success Criteria, and explain how their feedback will strengthen their peers' learning and/or work).
Engaging Thinking	Student feedback is evaluative (i.e., summative in nature – a grade, an evaluative comment). --------- OR --------- Student feedback does all the thinking for the peer (e.g., provides the solution or gives a specific direction to follow). --------- OR --------- Peer feedback is vague, with terms like "good job" or "I like this".	Student feedback does much of the thinking for the peer (e.g., provides a strong hint about the solution or prescribes a means for improvement). --------- OR --------- Student feedback partially scaffolds a next step for the peer to take (e.g., an area to work on). --------- OR --------- Student feedback is focused on superficial qualities of the work.	Student feedback scaffolds an appropriate next step for the peer to take (e.g., an area to work on, followed by a suggestion or a cue).	Students giving and receiving feedback engage in productive, reciprocal discussion about their descriptive feedback (e.g., asking clarifying questions, discussing how peer feedback relates to peer's own work, discussing suggestions for improvement/next steps).

Behaviors, Mindsets, and Participation	Students are reluctant to give or receive peer feedback. Students may believe that what they have to say will not be valued by others and may state that they do not wish to offend peers.	Students engage in peer feedback with significant structure and teacher support. Students say that peer feedback is sometimes helpful to their learning.	Students engage readily in opportunities to give and receive feedback, but may not take the initiative to do so on their own. Students say they value giving and receiving feedback and find it an important aspect of their learning.	Students incorporate peer feedback independently and may request additional dialogue or feedback. Students give spontaneous feedback to peers and provide ongoing support as a natural part of the learning process.
Applying Feedback	Students agree or disagree with the evaluative feedback without advancing thinking and/or improving work products. --------- OR --------- Students apply or do not apply the feedback as directed without engaging in any thinking about their work.	Students consider the feedback and make a decision about how to use the feedback (or not) to the specific piece of work without setting a goal for their next steps or broader learning. --------- OR --------- After receiving feedback, students require prompting and support to return to their work to integrate and apply the feedback.	Students use the feedback to focus on an area for improvement or a means to advance thinking and set a goal for next steps or broader learning.	Students apply the feedback with the purpose of advancing their thinking and/or improving their work products by setting a clear goal(s) for next steps in their current learning and making a plan to meet the goal or to direct future learning. Students participate in discussion to reflect on and use evidence of learning as a group to improve their collective learning processes and plan next steps.

The shaded row focuses on teacher actions and the non-shaded rows focus on the students.