



## Seven principles of good feedback practice

### Good feedback practice:

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape the teaching.

### SOURCES

- Nicol D.J. & Macfarlane-Dick, D. (2004). Rethinking Formative Assessment in HE: a theoretical model and seven principles of good feedback practice. [http://www.heacademy.ac.uk/assessment/ASS051D\\_SENLEF\\_model.doc](http://www.heacademy.ac.uk/assessment/ASS051D_SENLEF_model.doc)
- Nicol, D. J. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218
- Nicol, D. J. & Milligan, C. (2006). Conceptualising technology-supported assessment in terms of the seven principles of good feedback practice. In G. Gibbs, C. Bryan and K. Clegg (Eds) *Innovative Assessment in Higher Education*, Routledge, London
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## Gibbs & Simpson's four conditions

Gibbs & Simpson (2004) developed 11 "conditions under which assessment supports students' learning". Four of them address the regulation of time and effort in learning. These four were used to inform the Re-Engineering Assessment Practices (REAP) project.

Assessment activities support student learning if they:

1. Capture sufficient study time and effort (in and out of class)
2. Are spread evenly across topics and weeks
3. Lead to productive learning activity (deep rather than surface learning)
4. Communicate clear and high expectations.

### SOURCES

- Gibbs, G and Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education* vol.1 pp.3-31. Retrieved April 6, 2006, from: <http://www.glos.ac.uk/adu/clt/lathe/issue1/index.cfm>
- Gibbs, G. (2006). Why assessment is changing. In C. Bryan and K. Clegg (Eds), *Innovative Assessment in Higher Education*, Routledge, London.
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