



Writing Across the Curriculum

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Creating a Sustainable Feedback Plan

Step 1: Reflect on your current feedback plan by reviewing your course syllabus and schedule.

1. When am I planning to give feedback?

- a. Am I only planning on providing feedback late in the semester?
- b. Do I have any opportunities to provide feedback early in the semester?
 - i. Do I assign multiple drafts of a project?
 - ii. A series of (similar) tasks that build students' skills?

2. How am I keeping my feedback focused and sustainable?

- a. Is the scope of my feedback focused on the learning goals and expectations I have for the relevant assignment (e.g., for this draft, I'll only look at X and Y)?
- b. Am I providing formative feedback on early assignments or drafts and only summative feedback on final products?
- c. Am I leveraging different forms of feedback (e.g., individual, whole class, peer; [see this handout for more ideas](#))?

3. What am I asking my students to do with my feedback?

- a. Can I ask students to highlight, use track changes, or add comments to show how they have used the feedback?
- b. Can I ask students to compose revision memos or present written reflections based on the feedback?
- c. Am I including revision in my grading scheme? If not, how else might I incentivize revision?

Step 2: List or highlight in your course schedule all of the assignments or opportunities for feedback you identified earlier.

Step 3: Next to each assignment that you identified, write a note articulating the following three things:

1. What outcome you'll focus on in that assignment and why
2. What type of feedback you'll give (summative/formative/peer/rubric and why)
3. What you'll ask students to do with the feedback