

LEARNING SUPPORT

Turn classroom feedback into a useful recheck

Good feedback names the evidence, offers a manageable next step, and checks whether the learner can apply it independently.

Identify one specific feature of the response

Instead of writing only Good or Try again, state what the work shows. Refer to a correct step, a missing explanation or an error that matters to the lesson objective.

Give one actionable next step

A useful next step tells learners what to review or try, without simply providing the complete final answer. Keep directions focused enough that learners can act during class.

Allow revision or another attempt

Give time for the learner to apply the feedback. Choose a short parallel task when repeating an identical question might measure memory rather than transferable understanding.

Recheck with comparable evidence

Use the same competency and similar difficulty in a new situation. Compare the reasoning shown, not just whether the learner selected a correct answer.

Plan the next instruction using patterns

Tally anonymous patterns across the class and choose reteaching, targeted practice or extension. Keep identifiable learner-level records in authorized local systems rather than submitting them to a public site.

ILLUSTRATIVE CLASSROOM EXAMPLE

Example of precise feedback: "You correctly started at +2 on your number line. In 2 - 5, check the direction of five moves; draw each step and label the endpoint." A short parallel recheck: "The temperature is +4°C and drops by 7°C. Show the moves and state the final temperature." Expected answer: -3°C, with seven leftward steps. This is illustrative and should be adapted to a verified lesson objective.

Teacher review checklist

- ☐ Feedback describes visible evidence
- ☐ Next step is practical and specific
- ☐ Learner gets an opportunity to revise
- ☐ Parallel recheck measures the same competency
- ☐ Private records stay in authorized storage

Check official reference sources

1. DepEd classroom assessment policy (DO 8, s. 2015) — <https://www.deped.gov.ph/2015/04/01/do-8-s-2015-policy-guidelines-on-classroom-assessment-for-the-k-to-12-basic-education-program/>
2. DepEd Classroom Assessment Resource Book (DO 31, s. 2020) — https://www.deped.gov.ph/wp-content/uploads/2020/10/DO_s2020_031.pdf

Independent teaching aid, not an official DepEd form. Verify the current learning competency, school instructions, and assessment policy before classroom use. Do not upload identifiable learner records.