

Table 5***Formative Feedback Guidelines in Relation to Learner Characteristics***

	Prescription	Description and references
24	For high-achieving learners, consider using delayed feedback.	Similar to the Clariana (1990) findings cited in Table 4, high-achieving students may construe a moderate or difficult task as relatively easy and hence benefit by delayed feedback (see also Gaynor, 1981; Roper, 1977).
25	For low-achieving learners, use immediate feedback.	The argument for low-achieving students is similar to the one above, only these students need the support of immediate feedback in learning new tasks they may find difficult (see Gaynor, 1981; Mason & Bruning, 2001; Roper, 1977).
26	For low-achieving learners, use directive (or corrective) feedback.	Novices, or struggling students, need support and explicit guidance during the learning process (Knoblauch & Brannon, 1981; Moreno, 2004), thus hints may not be as helpful as more explicit, directive feedback.
27	For high-achieving learners, use facilitative feedback.	Similar to the above, high-achieving students or more motivated ones benefit from feedback that challenges them, such as hints, cues, and prompts (Vygotsky, 1987).
28	For low-achieving learners, use scaffolding.	Provide early support and structure for low-achieving students (or those with low self-efficacy) to improve learning and performance (e.g., Collins et al., 1989; Graesser, McNamara, & VanLehn, 2005).
29	For high-achieving learners, verification feedback may be sufficient.	Hanna (1976) presented findings that suggest that high-achieving students learn more efficiently if permitted to proceed at their own pace. Verification feedback provides the level of information most helpful in this endeavor.
30	For low-achieving learners, use correct response and some kind of elaboration feedback.	Using the same rationale as with supplying scaffolding to low-achieving students, the prescription here is to ensure low-achieving students receive a concrete, directive form of feedback support (e.g., Clariana, 1990; Hanna, 1976).
31	For learners with low learning orientation (or high performance orientation), give specific feedback.	As described in the study by Davis et al., (2005), if students are oriented more toward performance (trying to please others) and less toward learning (trying to achieve an academic goal), provide feedback that is specific and goal directed. Also, keep the learner's eye on the learning goal (Hoska, 1993).