

Hattie and Timperley's Feedback Model

Category: Assessment, Feedback and Learning

Hattie and Timperley's feedback model explains effective feedback through three questions and four levels. The questions are: Where am I going? How am I going? Where to next? Responses may address the task, the process used, self-regulation or the self as a person. Their value depends on focus, timing and learning context.

Task feedback corrects or clarifies a particular performance; process feedback addresses strategies and relationships; self-regulation feedback supports monitoring and control. Personal praise or criticism often contains little information about improvement and may divert attention from learning ([Hattie & Timperley, 2007](#)).

Questions and Levels

1. **Feed up:** Clarify goals, standards and the qualities towards which learning is directed.
2. **Feed back:** Relate credible evidence of present performance to the intended goal.
3. **Feed forward:** Identify appropriate challenges and strategies for the next phase of learning.
4. **Choose a level:** Address task, process or self-regulation according to the learner's need.
5. **Limit self-level comments:** Use praise cautiously and connect encouragement to strategy, effort and evidence.

Examples in Practice

Rather than writing 'excellent' on a literature review, a tutor identifies how well sources are synthesised (task), recommends organising by competing claims (process), and asks the student to use a checklist independently on the next section (self-regulation).

Why It Matters

The model helps educators diagnose what information would reduce the gap between present and desired performance. It also explains why more feedback is not necessarily better: comments can be misdirected, excessive or focused on the person instead of useful learning processes. Feedback may also come from peers, tasks or self-monitoring ([Shute, 2008](#)).

Further Reading

6. Hattie, J., & Timperley, H. (2007). [The power of feedback](#). Review of Educational Research, 77(1), 81–112.
7. Fisher, D., & Frey, N. (2009). [Feed up, back, forward](#). Educational Leadership, 67(3), 20–25.
8. Shute, V. J. (2008). [Focus on formative feedback](#). Review of Educational Research, 78(1), 153–189.

Related Terms: Feed Up, Feedback and Feed Forward | Formative Feedback | Self-Regulation | Goal Setting