



## The scale of student feedback literacy

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### Appendix 1:

For scoring, a 6-point scale can be used: 1 = strongly disagree; 2 = mostly disagree; 3 = slightly agree; 4 = moderately agree; 5 = mostly agree and 6 = strongly agree.

#### **Eliciting:**

I am good at

- communicating with others to elicit useful information about what is good work.
- seeking feedback from different sources (e.g., teachers, peers or school mentors) to improve my learning.
- communicating with others for solving problems I encounter in learning.
- accurately interpreting the standards of work required by the teachers.

#### **Processing**

I am good at

- comprehending others' comments
- judging the quality of others' comments on my work.
- extracting key actionable information from others' comments.
- recognizing different standing points of other people when they give comments on my work.

#### **Enacting:**

I am good at

- adjusting or setting goals for my later learning to respond to suggestions.
- making a feasible plan to translate others' suggestions into my action.
- managing time to implement the useful suggestions of others.
- monitoring my own progress to see if I can make good use of others' feedback to improve my learning.

***Appreciation of feedback:***

I have realized that feedback from other people can

- make me recognize my learning strengths and weaknesses.
- provide me a chance to look at my work from others' eyes.
- enable me to learn effective learning strategies from others.
- enhance my self-reflection on how I can systematically improve my learning.

***Readiness to engage***

I am always ready to

- open my mind to receive comments from different sources (e.g., teachers, peers, or school mentors).
- receive hypercritical comments from others.
- take the comments that directly point out my mistakes.
- accept the criticism on the quality of my work.

***Commitment to change***

I am always willing to

- overcome hesitation to make revisions according to the comments I get.
- change my learning strategies on the basis of others' feedback.
- try my best to conquer the difficulties I encounter in the revision process.
- spend spare time on finding additional learning resources to finish the suggested revisions.