WHEN FEEDBACK FEELS VAGUE, CONTRADICTORY, OR WRONG

# Turning Feedback into a Next Step

Turn comments you cannot use into one thing you can do

***Moves practiced: Verify + Transfer. Use this when: feedback is hard to interpret and you need a useful next move.***

Learning from feedback assumes it is clear enough to act on. Often it is not. You get "be more analytical" with no example, or two graders who seem to want opposite things, or a comment that feels unfair. Learning from feedback you cannot immediately use is a skill, and it starts with turning the comment into a question you can answer.

| Type of feedback | What it might mean | A question that turns it into a next step |
|---|---|---|
| **Vague ("be more analytical," "go deeper")** | The reader may have wanted more of your thinking and less summary. | "What would analysis look like in one of my paragraphs? Can you point to one place it is missing?" |
| **Contradictory (two comments that conflict)** | Different readers weighted different goals. | "Which of these matters most for this assignment's purpose?" |
| **Feels wrong or unfair** | You may not yet understand the reader's standard, or the comment may be mistaken. First clarify the standard and evidence; then decide how to respond. | "Can you help me see what strong work looks like here, so I can compare?" |

Two things make this easier. First, ask about the work, not the grade: "help me understand what strong work looks like" opens a conversation, while "why did I lose these marks" tends to close one. Second, you do not have to agree with every comment to learn from it.

## Now your feedback:

**The feedback I received (in its own words):**

**The question I will ask my instructor, my TA, or myself about the draft:**

**One change I will carry into my next piece of work:** *This is the Transfer move. One change, not five.*

> **Feedback principle:** Turn the feedback into a question, ask about the standard rather than the grade, and choose one change to carry into your next piece of work.

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**In the book:** See the Evidence and Transfer Log in Part 1, and When Feedback Is Vague, Contradictory, or Feels Wrong in the Learning Ownership Toolkit.

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