How to give feedback to students on assessment of Life Skills Performance?

Giving individual feedback about the results of Life Skills Performance Assessment is crucial for ensuring the student understands his/her performance, recognizes areas of strength, and identifies opportunities for improvement. Here's how you can provide effective feedback the results of self-assessment in Life Skills performance:

- **Show the outcome of the Life Skills assessment: The profile (spiderweb diagram)**
  Showing the Profile (spiderweb diagram) and ask the student how he/she would interpret this diagram. Emphasises that the result of the assessment is based on the opnion and the perception of the student. It is NOT the opnion and perception of the teacher / trainer. Ask the student to clarify and explain the variation in scores on the diagram.

- **Start with Positives (Strengths)**
  Begin by highlighting those Life Skills which have a relative high score (score above 60-65 %. According the opinion of the student, these Life Skills are available. Ask the student to give an example so he can confirm the relative high scores in the profile. This builds confidence and makes them more receptive to constructive feedback. Be specific in asking for examples for each life Skills with a score higher that 60-65 %.

- **Provide Constructive Feedback**
  Ask students is they recognize the score lover that 60 %. Ask them to give examples of situations which shows that they have challenges with. Focus on behaviors or outcomes rather than personal attributes. Say, "The outcome of the assessment report that you may benefit from specific training in solving problems and a clearer structure in making choices" instead of, "You cannot make up your mind and you are disorganized." When discussing areas for improvement, give clear, actionable examples of where they fell short. Avoid sounding judgmental. Frame feedback as opportunities for learning, growth and development. "Life could be more pleasant when this you have gained specific competences in having a strategy of making dicisions."

- **Use the Feedback Sandwich Approach**
  Begin with something positive, provide constructive feedback, and end on another positive note. This keeps the feedback balanced.

- **Be Action-Oriented**
  Instead of just pointing out weaknesses, offer suggestions for improving Life Skills performance which benefits personal development and growth. For example: "In the upcoming training, you will be able to collect and to organise information so you feel more confident to make a choice and take a decision." Allow the person to ask questions or seek clarification to ensure they understand the feedback.

- **Keep It Timely**
  Provide feedback soon after the assessment to keep it relevant. The closer it is to the task, the more effective it is.

- **Ensure It's a Dialogue, Not a Monologue**
  Ask the person how he/she felt about the outcome of the assessment and what they think they could improve on. This encourages self-reflection and can make your feedback more interactive. Be open to their responses and clarify if they have concerns or questions.

- **Be Empathetic**
  Understand the perspective of the student. Consider his/her effort, challenges, and context. This can help you tailor your feedback in a way that resonates with him/her and motivates improvement. Maintain a supportive tone. Encourage a growth mindset by focusing on improvement by exploring and offering opportunities rather than criticizing the individual.

- **Summarize and Plan for the Future**
  Summarize the main strengths and areas for improvement at the end. Help the student to set actionable goals for additional training actions based on the feedback.

The balance of positive and constructive feedback encourages improvement while maintaining a positive relationship.