

What is the Impact of Positive Feedback on Student Academic Achievement?

Ashley Rader
 University of North Florida, College of Education
 Advisor Dr. David Hoppey

INTRODUCTION

INTRODUCTION

- This project focused on evidence based practices to improve student achievement in an academic content area.
- One strategy that is shown to improve academic achievement is frequent positive feedback.
- Effective feedback correlates to an increase in grade point average of students (Brown, 2016)
- Additionally, positive feedback positively effects student self-esteem and efficacy (Burnett, 2003)

Research Question

How does positive feedback impact student academic achievement?

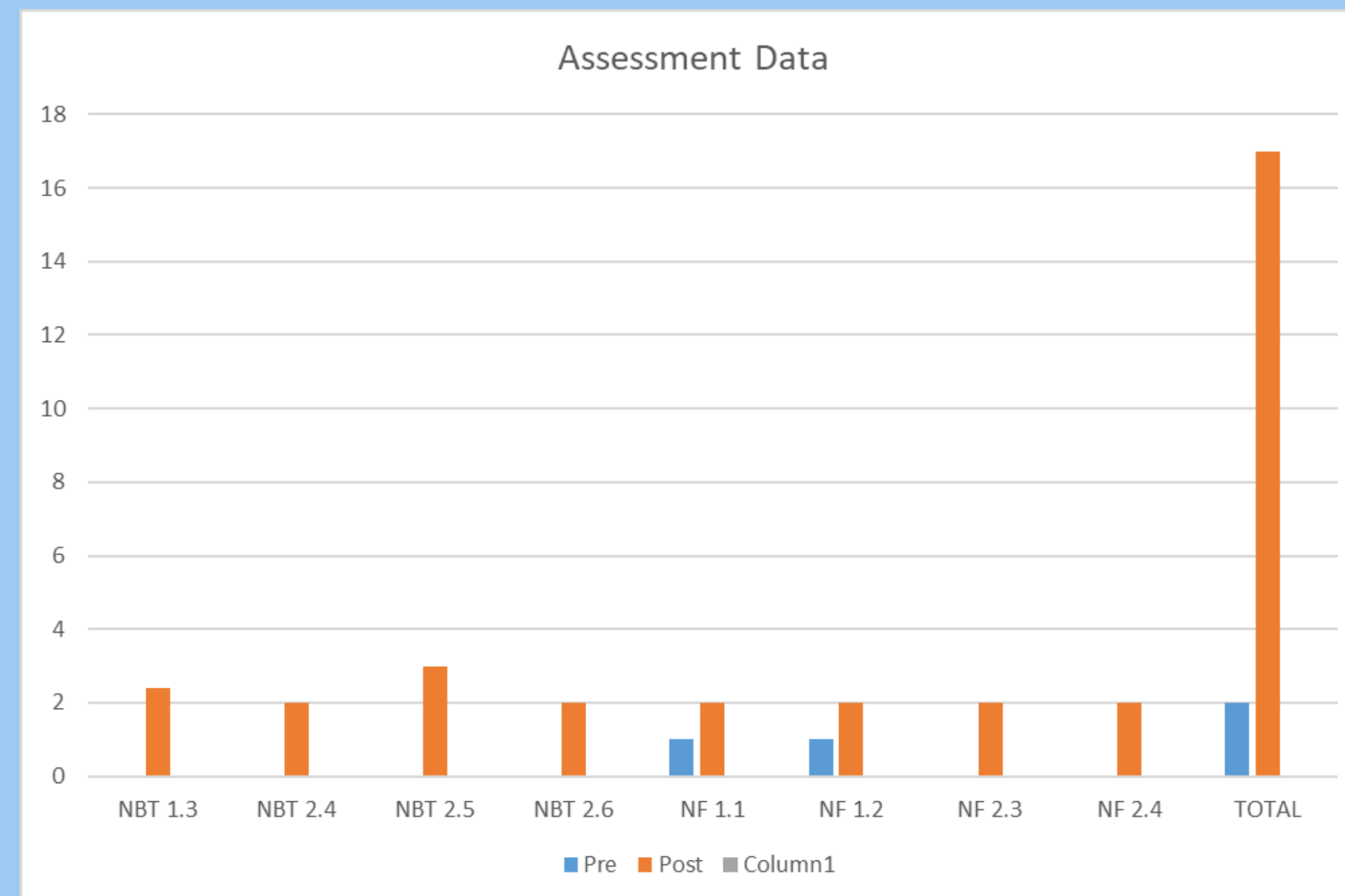
Hypothesis

Achievement can be improved with positive feedback.

METHODS

METHODS

This project was completed over a course of three months, and four students who were struggling in math were selected to participate. I specifically focused on one student who struggled with motivation, behavior, and was not on level academically. A pretest was conducted to assess students on the math standards that were going to be covered. Students were taught math content using positive feedback. There was an emphasis on improvement and progress. Students were given a post assessment on the same standards. At the end of the small group lessons, students were spoken to individually and shown how much progress they made.



RESULTS

RESULTS

The appeared success of the intervention is shown through the greatly improved assessment scores. It was also noted that over the course of the intervention students were more engaged, more willing to share with the group, and had fewer challenging behaviors. One student who particularly struggled with self-esteem showed great improvement; on the pretest he scored a total of 2 out of 16 or 12.5%. On the posttest he scored a 17 out of 19 or 89%. These scores are broken down into each standard below.

Student Score Before and After Intervention

Standard	Pre Assessment	Post Assessment
NBT1.3	0/3	2/3
NBT 2.4	0/2	2/2
NBT 2.5	NA	3/3
NBT 2.6	0/2	2/2
NF 1.1	1 /2	2/3
NF 1.2	1 /2	2/2
NF 2.3	0/3	2/2
NF 2.4	0/2	2/2
Total	2/16	17/19

DISCUSSION AND CONCLUSIONS

DISCUSSION AND CONCLUSIONS

This intervention suggests that students' achievement may be improved by positive feedback. It also shows that frequent positive feedback is a strategy that helps improve low self-esteem. One recommendation is to use more positive feedback in classroom. It is also recommended to research other strategies to continue to improve student's academic achievement. Additionally, this project has led me to inquire about the correlation between students' academic achievement and their self-efficacy and esteem.

