

Peer Review

Review of: "Does Teacher Feedback Potentiate a Positive Feedback Loop That Underlies the “Achievement Gap”? The Role of Race and Gender in the Interrelations Between Self-Perceptions, Teacher Feedback, and Academic Performance at West Point"

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This is a very interesting dataset. However, the manuscript does not really analyze teacher feedback as much as teacher evaluations. In educational literature, feedback is often the discursive content given to students (e.g., statements of praise, specific criticisms). This manuscript just focuses on quantitative evaluations/ratings. I recommend changing the title and keywords throughout.

I found Figure 3 very hard to follow. Can you clarify why some of the relationships are missing? For instance, there is no arrow from Inst T1 to GPA T2 or from GPA T2 to Self T3.

On page 20, the manuscript reads: “This suggested that the race-based effect of instructor classroom competence rating influencing future GPA was not generic to the rating instrument.” The logic could be clearer here. A lot is packed into this sentence. Spell out again what specifically you mean by the race-based effect of competence ratings and then explain more precisely how the social ratings differ. This point just goes by too quickly. I missed it on first reading.

On page 21, you write, “these ratings are more strongly internalized by Black students, impacting the GPA as well as self-concept.” Where is the evidence for instructor ratings having a disproportionate effect on self-concept? Also, I think that this is too strongly stated. I don’t think you have the evidence to say that Black students have internalized them.

On page 21, you write, "Protective factors, such as peer support, found at other institutions [27], did not appear to sufficiently counteract forces facing Black cadets at USMA." This makes it sound like you look at factors such as peer support in your data.

Declarations

Potential competing interests: No potential competing interests to declare.