



Formative Assessment

Dimension #6: Time to Reflect

Effective assessment practice is evident when teachers...

encourage students to reflect deeply on their learning and provide time for students to integrate feedback into work in progress.

▶ Developing the Skill of Self-Reflection

<https://aac.ab.ca/video/developing-the-skill-of-self-reflection/>

Video Summary

A teacher and her students discuss the value of self-reflection while work is in progress. Although this video is set in an elementary classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- Exemplars help students identify the qualities of effective work.
- A supportive environment helps students develop confidence so they are open to receiving feedback and reflecting on their work in progress.
- Self-reflection helps students take ownership of their growth and learning.

Discussion Questions

- How can student self-reflection play a greater role in our classrooms?
- What additional support and instruction will students need in order to be successful?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences
- provide accurate, constructive and timely feedback on student learning



Connections to LQS Instructional Leadership Indicators

- 6 (a) building the capacity of teachers to respond to the learning needs of all students
- 6 (c) ensuring that student instruction addresses learning outcomes outlined in programs of study
- 6 (e) demonstrating a strong understanding of effective pedagogy and curriculum
- 6 (g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence informed

Using the Video to Support Your Own Professional Learning

1. **Review the video:** [Developing the Skill of Self-Reflection](#).
 - Use the *Key Points* and *Discussion Questions* to guide your reflection.
 - What connections can you make to your past/current classroom practice?
2. **Engage in background reading and study.**
 - *Assessment Conversations: Engaging with Colleagues to Support Student Learning* (pp. 52 – 54).*
3. **Anticipate challenges.**



Potential Challenge	Potential Response
<i>“How do I encourage students to complete self-reflections when they are consistently asking, ‘Is this for marks?’”</i>	<ul style="list-style-type: none"> • If students are only asked to complete self-reflections when the project is ‘done’, they may not see the benefit of self-reflection. Plan time for students to reflect on their work while it is still in progress so they still have the opportunity to make changes.
<i>“My students are willing to complete self-reflections but their responses are usually superficial.”</i>	<ul style="list-style-type: none"> • Effective self-reflection checkpoints with guiding questions will help students improve their work in progress, which will help them see the benefits of self-reflection. • Think about when the time is right for student self-reflection.

As a school leader, provide time for teachers to work with colleagues to create purposeful feedback prompts to guide student self-reflection.

Using the Video to Support Professional Conversations

(Assessment Team and/or Staff/Department Meeting)

1. Encourage assessment team/staff members to focus on the **Key Points** and the **Discussion Questions** as they design assessment experiences for students.
2. Encourage team members to be prepared to share their experiences (successes and challenges) at the next assessment team meeting and/or the next staff/department meeting.



Remember the value of working towards building a culture of formative assessment within your school, beginning with your leadership role. See Section 2 (p. 11) for more information.

* *Assessment Conversations: Engaging with Colleagues to Support Student Learning* is an additional recommended resource published by AAC. It was not funded by this project, and is available for purchase from AAC.