



## Formative Assessment

### Dimension #5: The Critical Role of Practice and Feedback

#### Effective assessment practice is evident when teachers...

*intentionally plan multiple opportunities for students to practice, and to give and receive formative feedback prior to summative assessment experiences.*

## ▶ Establishing the Conditions for Peer Feedback

<https://aac.ab.ca/video/establishing-the-conditions-for-peer-feedback/>

### Video Summary

Teachers and students discuss the need to have a safe classroom environment in order for effective peer-feedback to occur. Although this video is set in a junior high English Language Arts classroom, the assessment principles from this video are applicable to other grades and subjects.

#### Key Points

- A supportive classroom environment is required in order for peer feedback to be effective.
- Peer feedback must be modeled and practiced.
- Both teachers and students agree that peer feedback must be accurate.

#### Discussion Questions

- Why might students be reluctant to engage in peer feedback?
- What does a supportive classroom environment 'look like'?
- To what extent do our assessment practices create a supportive environment in our classrooms and school that would allow for effective peer feedback?

### 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: [Establishing the Conditions for Peer Feedback](#).
  - 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. 47 – 51).\*
3. Anticipate challenges.



Potential Challenge	Potential Response
<p><i>“My students are reluctant to share their work and give feedback because they are worried their work might not measure up, or that other students may ‘do better’ than them on the assignment.”</i></p>	<ul style="list-style-type: none"> <li>• This potential challenge signals an opportunity for a school-wide conversation about competition.</li> </ul>
<p><i>“Peer feedback has the potential to cause hard feelings. How can we help students be honest with their feedback without creating an environment that is hurtful to students?”</i></p>	<ul style="list-style-type: none"> <li>• Brainstorm a process for beginning to create more effective feedback opportunities. For example:                             <ul style="list-style-type: none"> <li>○ If peer feedback is a new experience for students, model the process using anonymous student work or create a sample of your own work.</li> <li>○ Provide templates for feedback prompts.</li> <li>○ Observe students at work as they give and receive feedback and provide ‘on-the-spot’ coaching.</li> </ul> </li> </ul>

**As a school leader,** ensure that school policies/procedures are not inadvertently creating a culture of competition for scarce marks. Competition can cause anxiety by putting students who are at-risk in a vulnerable position. Provide time at a staff meeting for teachers to plan a feedback opportunity that causes thinking, rather than creating ‘cookie cutter’ responses from students.

## 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.