



Formative Assessment

Dimension #7: Formative Assessment to Inform Instructional Practice

Effective assessment practice is evident when teachers...

are able to interpret evidence of learning to determine next steps for students.



Feedback to Inform Practice

<https://aac.ab.ca/video/feedback-to-inform-practice/>

Video Summary

A high school teacher discusses how she uses formative assessment information to make instructional decisions. Although this video is set in a high school social studies classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- Students gain confidence when they receive feedback through individual and small group conversations.
- The teacher uses information gained through these conversations to address misconceptions and/or to extend student learning.
- Gaps in understanding that are common to many students can be immediately addressed with the whole class.

Discussion Questions

- In an upcoming lesson, where might a feedback opportunity be included, with the goal of informing instructional practice?
- What details might be addressed during the planning phase to ensure the feedback provides helpful information?

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:** [Feedback to Inform Practice](#).
 - 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* (p. 55).*
3. **Anticipate challenges.**



Potential Challenge

"Sometimes my students say that they don't get it, or that they're fine, but I'm not sure that they've given it much thought."

Potential Response

- This is an opportunity to step back and reflect. Are there specific concepts where students struggled, or was it the whole lesson? Is it the same students who continue to struggle or is it the whole class? Do some students require more ongoing support with assignments broken down into more manageable chunks?
- Reflecting on student misconceptions can also inform your instructional planning for the next term/year.

As a school leader, provide time at a staff meeting for teachers to reflect on a time when they have been disappointed with the quality of how students performed on an assignment or task. How might formative assessment during the instructional sequence be used to help students do better next time?

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.