



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.

▶ Helping Students become Resources for One Another

<https://aac.ab.ca/video/helping-students-become-resources-for-one-another/>

Video Summary

Teachers and students talk about the benefits of peer feedback. Although this video is set in elementary English Language Arts classrooms, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- Peer feedback can be a powerful tool to support student learning.
- Students learn to be critical users of the feedback they receive.
- The teacher's role changes when students learn to give and receive effective feedback.

Discussion Question

- Where could you plan a peer feedback opportunity in an upcoming student assignment? If your students are new to peer feedback, remember to start small and provide support through modelling, time for practice, and on-the-spot coaching during the feedback experience.

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: [Helping Students become Resources for One Another](#).
 - Use the *Key Points* and *Discussion Question* 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
“Students are at different places with their work. A peer feedback experience isn’t always good for everyone.”	<ul style="list-style-type: none"> • All students can give and receive effective feedback when the appropriate skills and tools are in place. Providing purposeful questions to guide students through the feedback process can support even the most diverse groups. • Organize feedback opportunities so that students are giving and receiving feedback with different people.
“What if students don’t provide useful feedback? Wouldn’t that confuse the students when I eventually mark their final project?”	<ul style="list-style-type: none"> • Feedback should be focused on outcomes. When students have a shared understanding of what constitutes quality work, it is more likely that peers can provide effective and timely feedback. • Teachers should observe and guide feedback conversations as necessary in order to enhance the quality of the feedback students give and receive.

As a school leader, provide time at a staff meeting for teachers to share their successes, challenges and strategies for helping feedback to become more purposeful.

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 Question** 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.