



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.

▶ Using Feedback Effectively

<https://aac.ab.ca/video/using-feedback-effectively/>

Video Summary

A teacher and her students provide insights as to how to use feedback effectively to improve work in progress. 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

- Peers can provide a unique perspective during feedback conversations.
- Teachers provide support by modelling and coaching.
- Teachers also need to teach protocols to ensure respectful dialogue among peers.

Discussion Question

- What support do our students need in order to feel more confident with the peer feedback process?

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:** [Using Feedback Effectively](#).
 - 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 |
|--|---|
| <i>“How do I help my students think about the feedback from other students even if they don’t take the suggestions?”</i> | <ul style="list-style-type: none">• Organize feedback opportunities so students are giving and receiving feedback from different people.• Teachers can model how to provide a respectful response, even when the feedback is not seen to be helpful. |

As a school leader, model and expect respectful dialogue among colleagues.

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.