



Focus on Formative Assessment

Module 3: Provide Opportunities for Practice and Feedback

An AAC Professional Learning Module

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AAC Member Content




The research is clear.

Formative assessment

improves learning – not testing, not report cards, but feedback!

4 things to help you achieve the profound results promised by research into formative assessment:

- Clarify the learning destination, for yourself as well as your students.
-  ○ **Provide many opportunities for practice and descriptive feedback.**
- Gather on-going evidence of student learning.
- Involve students deeply in the assessment process.

We need to build a culture of formative assessment!

Provide Opportunities for Practice and Feedback



Learning is *all* about feedback!

Pause and Reflect

Which is more effective for learning?

Marks as feedback?

Specific descriptive feedback?

Or a combination of both?



When teachers pair grades with comments, common sense would tell us that this is a richer form of feedback. But our work in schools has shown us that most students focus entirely on the grade and fail to read or process teacher comments.

Dylan Wiliam

<http://www.dylanwiliamcenter.com/is-the-feedback-you-are-giving-students-helping-or-hindering/>

If you are putting feedback alongside grades on finished work, you are probably wasting your **precious time!**

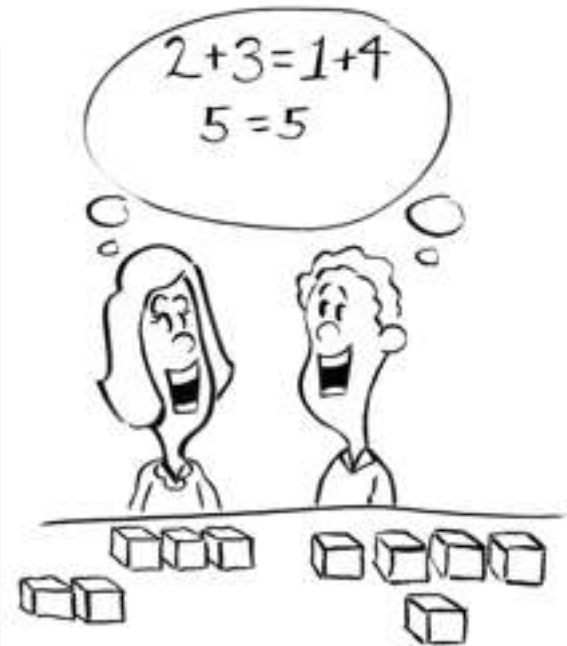
Who is providing feedback in your classroom?



Teacher feedback



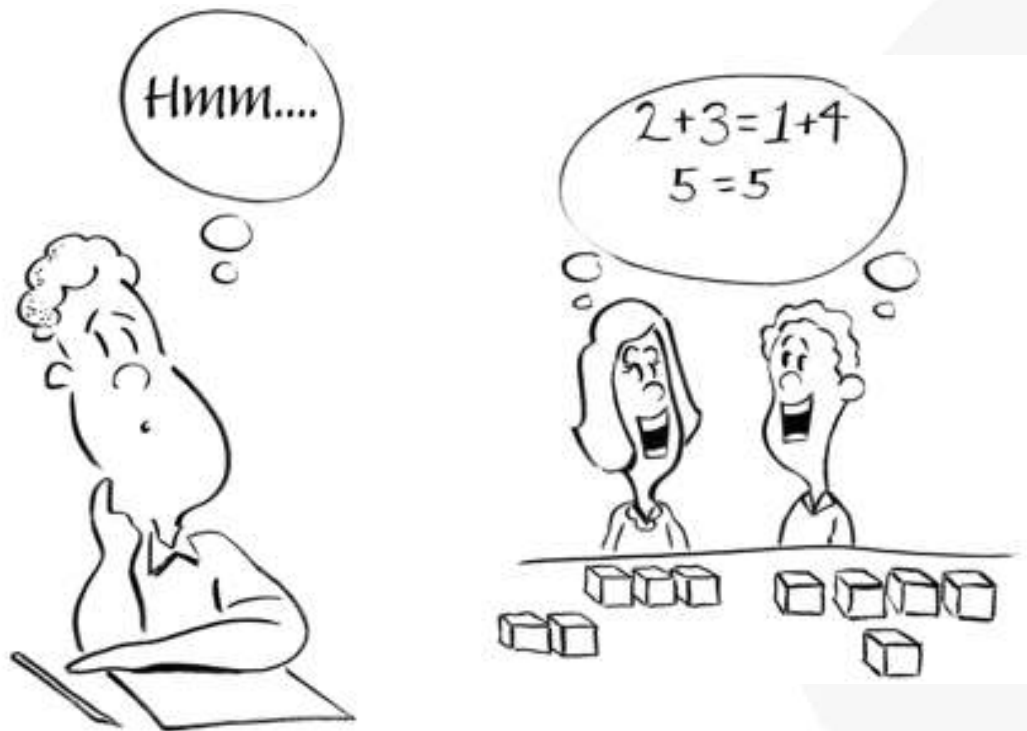
Self-reflection



Peer feedback

Much of the role of the teacher is to apprentice students into this [feedback] process.

Black and Wiliam (2003)

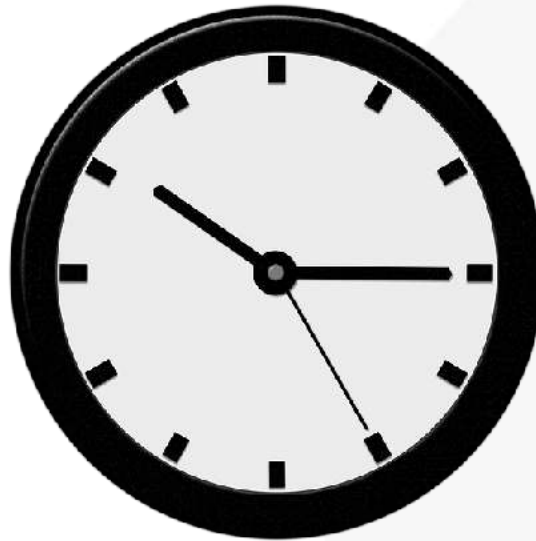


Teachers should **not** be the only ones providing feedback!

Feedback food for thought...

- **Timing is everything!**

The best feedback is provided while there is still time for learners to improve their work.



Feedback needs to be a **check-up**,
not an autopsy!

Feedback food for thought...

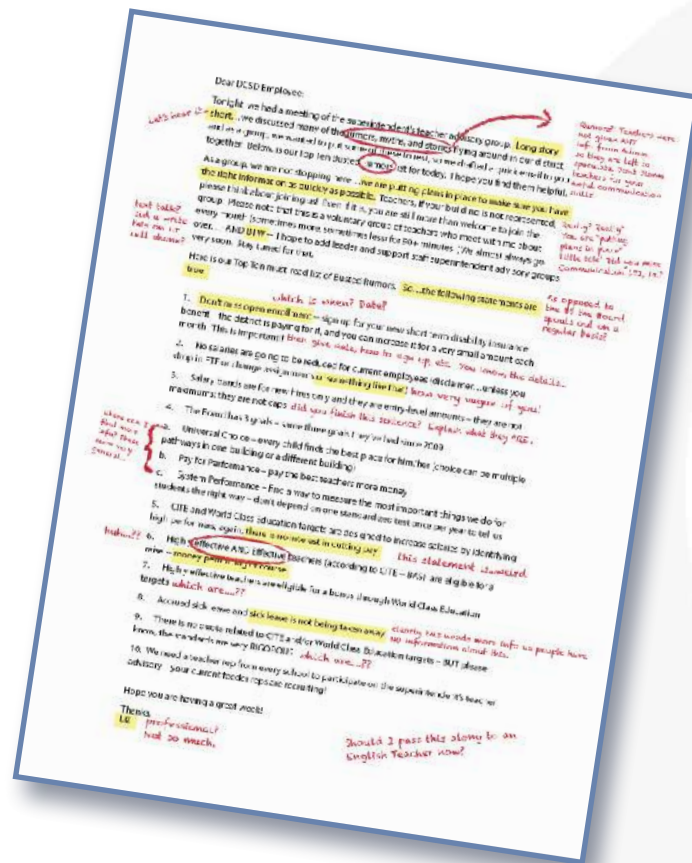
- **Oral feedback** is often more effective than written feedback.



Timely and responsive

Feedback food for thought...

- **Control the quantity of feedback you provide.**
Too much feedback can be as bad or worse than too little.



Take care that you don't overwhelm students with feedback. Focus on manageable next steps.

Feedback food for thought...

- **Factor in time to make use of the feedback.**
Make it your expectation that feedback will lead to reflection and change.

Feedback should be more work for the one **receiving** it than the one **providing** it!



Quick feedback examples...

Provide one positive comment and one question
(and require a response to the question)

Use a highlighter

Green: one thing I
feel is strong.

Yellow: one thing I
would like you to
improve.



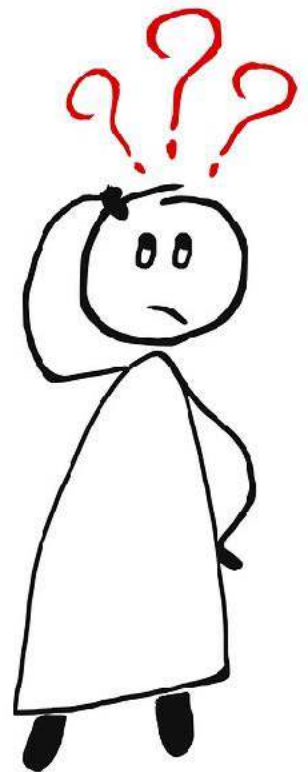
Ask students to reflect...

Was the feedback you received helpful?

- What was it about it that made it helpful?
- How did you use it?

Or was the feedback not helpful?

- Why was it not helpful?
- What questions could you ask to help you get the feedback you need?



Reflection

- In what ways are you providing feedback for your students now? Do your students value the feedback?
- Do you feel the feedback is effective? Do you see your students' work improve?
- What is one new idea you will be considering now?

**Next Module:
Gather On-Going Evidence
of Learning**





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