



## 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.*

### ▶ Just-in-time Feedback

<https://aac.ab.ca/video/just-in-time-feedback/>

#### Video Summary

Two teachers and their students discuss the benefits of providing timely feedback. Although this video is set in elementary classrooms, the assessment principles from this video are applicable to other grades and subjects.

##### Key Points

- Quality feedback, provided while work is in progress, is more useful than waiting until the work is done.
- Timely feedback helps support students in determining next steps in their learning.
- Conferencing also provides feedback to the teacher to inform and shape future instruction.

##### Discussion Question

- How can classrooms be structured to allow for opportunities for timely one-on-one feedback?

#### Connections to TQS Assessment Indicators

- provide a variety of methods through which students can demonstrate their achievement of the learning outcomes
- 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: [Just-in-time Feedback](#).**
  - 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. 44 – 51).\*
3. **Anticipate challenges.**



Potential Challenge	Potential Response
“I give written feedback on finished work. If I gave feedback all along the way, I’m worried that my students might get artificially high marks.”	<ul style="list-style-type: none"> <li>• Consider giving feedback during an assignment rather than at the end. There is little evidence to suggest feedback at the end of an assignment will automatically transfer to another assessment experience.</li> </ul>
“How will I find time to give all that feedback?”	<ul style="list-style-type: none"> <li>• Start with one assignment. Instead of writing out feedback after students have submitted an assignment, use the time in class before the due date to schedule feedback. Provide the feedback while there is still time for students to make changes to their work in progress. The quality of student work on summative assessment should improve dramatically, and transfer to new assessment experiences is more likely.</li> </ul>

**As a school leader,** pause to reflect and ensure that teachers aren’t misunderstanding the purposes for classroom assessment versus large-scale assessments. The public dialogue around ‘grade inflation’ along with a history of conventional grading practices suggest that assessment results should conform to a bell curve. While this may be how large-scale assessment results are reported, this is NOT an accurate reflection of our classroom assessment responsibilities within Alberta.

## 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.