



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.

▶ The Impact of Peer Feedback

<https://aac.ab.ca/video/the-impact-of-peer-feedback/>

Video Summary

A teacher and her students talk about the benefits of peer feedback. 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

- Feedback should promote thinking.
- Teachers can provide purposeful feedback prompts to assist students with the peer feedback process.
- Both the student giving feedback and the one receiving feedback benefit from the feedback experience.

Discussion Question

- How might peer feedback help my students become more reflective about the quality of their own work?

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:** [The Impact of Peer 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. 47 – 51).*
3. **Anticipate challenges.**



Potential Challenge	Potential Response
<p><i>“Students are at different places with their work. A peer feedback experience isn’t always good for everyone.”</i></p>	<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.
<p><i>“Creating feedback prompts is difficult and takes a lot of time.”</i></p>	<ul style="list-style-type: none"> • Start with one assignment. Work with a colleague to generate some possible feedback prompts students could use to support peer feedback within an upcoming assignment.

As a school leader, provide time for teachers to work together to create feedback prompts for an upcoming assignment. Ask teachers to be prepared to share their students’ experiences with feedback at the next meeting.

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.