

Formative Assessment and Feedback

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Session Outcomes:

Participants will:

1. Explore the connection between formative assessment and feedback
2. Explore the attributes of effective feedback
3. Explore ways to ensure that formative assessment inspires action (by teachers and students)

Resource Support:

White, K. (2017). *Softening the Edges: Assessment Practices that Honor K-12 Teacher and Learners*. Bloomington, IN: Solution Tree Press.

Purpose of Feedback

To generate a productive response by:

- Impacting the quality of current and future products/ performances
- Developing strategies for growth
- Refining understanding of success criteria

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“[T]he main purpose of feedback is to improve the student’s ability to perform tasks he or she has not attempted.”

—William, “The Secret of Effective Feedback,” Educational Leadership, 73(7) (2016)

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Four Types of Feedback:

Hattie and Timperley (2007)

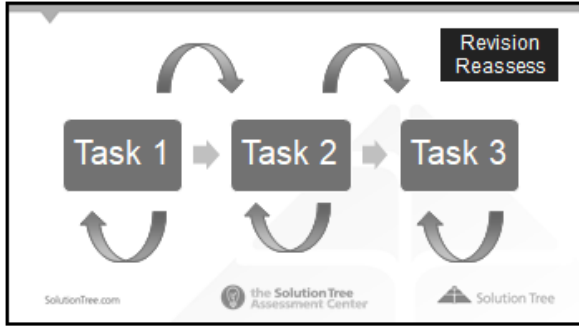
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Feedback Examples

Task feedback: rubrics, checklists, within-artifact comments, targeted conversations


Process Feedback: General feedback (strengths, needs) with strategies/ decisions/ processes/ performance cues

Self-Regulation: Always include “So next time you...” or “When you are working toward...” or “What decisions might lead you closer to your goal?”



Types of Feedback Conferences:

- **Teacher-student**
- **Student-teacher**
- **Student-student**
- **Author's chair**
- **Chosen audience**



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- **Feedback**
- **Information**
- **Advice**
- **Instruction**
- **Intervention**
- **Praise**
- **Fixing mistakes**



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Consider

- Does my feedback elicit a productive response?
- Does my feedback identify what's next in the learning? (How to get to better products and processes)
- Is my feedback targeted to each learner?
- Is my feedback strength-based?
- Does my feedback cause thinking?

--Tom Schimmer, www.allthingsassessment.com/blog

Constructing Process Feedback

Ask questions	Offer reactions and opinions
Use reference tools	Find and apply patterns
Make connections	Consider feedback
Prepare a plan for growth	Generate ideas
Visualize and imagine	Confer with others
Activate prior knowledge	Analyze details and examples
Engage in and use new words/ terminology	Make predictions/ hypotheses/ estimations
Experiment	Revisit texts/ processes/ skills

Strengths

Needs

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Strengths:
It's all in our
language... avoid
the "gap trap"

Strengths	Criteria Needing attention	Strategies
<ul style="list-style-type: none"> • You were able to identify the author's purpose. • Difference between fact and opinion • Familiar with text structure and elements 	<ul style="list-style-type: none"> • Lack of understanding of supporting details led to lack of identification of key ideas • Clarity about your purpose for reading 	<ul style="list-style-type: none"> • Access prior knowledge. • Identify and explore key vocabulary. • Revisit text and use reference tools.



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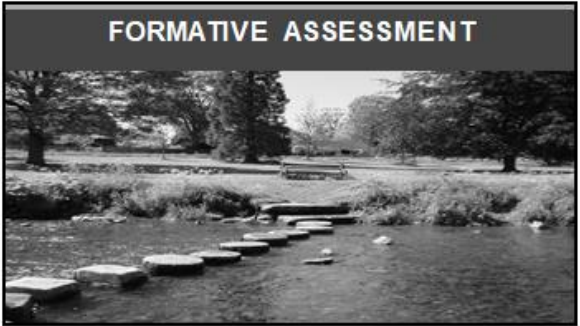
Crouch and Converse: Feedback Conversations


Strengths:
"I see that you are able to make a pattern using your rocks and pinecones."

Needs:
"How do you think you might add another object? Maybe shells? What might change in your pattern?"

Strategies:
"How could your rock and pinecone pattern help you start your new pattern that includes shells? Can you imagine a new pattern?"



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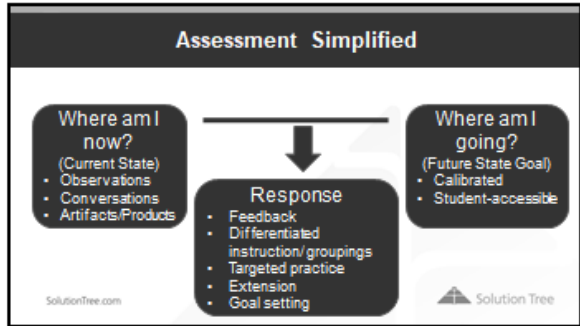





"Good teaching is a response to students' learning rather than the cause of students' learning."

(Rodgers & Riden-Roth, "Presence in Teaching," Teachers and Teaching: Theory and Practice, 12(3), 2006)

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The Power of Prediction



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I can ask simple questions about familiar objects or events

Ask	Say, write or represent a word.
Simple questions	The questions come from the text. The questions cover who, what, where, when, why.
Familiar objects or events	Questions are based on things you are looking at or events that you are watching; things that are happening.

Predictions lead to Precision and Intentionality of Formative Assessment

I can work collaboratively

Work Collaboratively	Identify and pursue a common goal. Complete a task; develop a plan. Propose viable solutions. Consider the interests of group members. Adjust your plan according to the group's purpose.
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Predictions lead to Precision and Intentionality of Formative Assessment

In same cases...

The challenge is elsewhere...

- Stamina
- Comprehension
- Language/ Vocabulary
- Automaticity
- Confidence
- Self-forgiveness
- Relationship
- Etc.

How might we scaffold to support students?

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Mapping an assessment plan					
	Pre-Assess	Writer's Workshop	Exit card	Quiz	Writing sample/ Rubric
Predicted Need 1		X			
Predicted Need 2		X		X	
Predicted Need 3		X	X	X	X
Predicted Need 4		X			X
Proficiency					X

Assessment Plan						
	Exit Card	Practice	Practice	Practice	Quiz #1	Quiz
Predicted Need 1	X	X				
Predicted Need 2	X				X	X
Predicted Need 3			X	X		X

Recovery Time

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- Try This**
- Offer strength-based feedback somehow every day
 - Work on combining task feedback with process and self-regulation feedback (connect tasks)
 - Phrase feedback as "decisions you might make"
 - Offer 3-part feedback
 - Build in specific recovery time after feedback
 - Invite students to reflect on the feedback they chose to apply and why
 - Connect feedback to goal setting

Notes: