Formative Assessment

Effective Feedback
In Your Classroom
References and Resources

Making Classroom Assessments Work for You

How to Give Effective Feedback to Your Students, Brookhart, Susan M.
Learning Targets

- I can explain the difference between formative and summative assessment.
- I can summarize the formative assessment process and its purpose.
- I can differentiate between descriptive and evaluative feedback.
- I understand the decisions that must be made when giving students effective feedback.
Low achievement is often the result of students failing to understand what teachers require of them.

(Black & Wiliam, 1998)
Students must feel that success is within their reach! They must decide whether the learning is worth the effort!
Formative Assessment
Assessment for Learning

Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning
Formative Assessments

- Take place in the classroom and are among the daily responsibilities of the teacher
- Must be a routine part of classroom activity, not an interruption
- Cannot be separated from instruction
- Used to track learning during the instructional process
- Provide information to determine instructional next steps
- Do not result in a grade
- Are usually informal
Summative Assessment

Assessment of Learning

Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.
Summative Assessments

Conducted at the end of teaching to determine mastery of standards and gather evidence of learning

Administered periodically

Used to inform others about the student

Used to make judgments about students/programs
Formative Assessment Process

**STAGE 1**
Learning Targets

- Select Standards
- Identify Learning Targets

**STAGE 2**
Assessments

- Design Assessment
- Evidence of Student Learning

**STAGE 3**
Learning Plan

- Align Learning Experience with the Learning Target

Alignment...........Alignment............Alignment!
The Students Need to Know...

Where Am I Going?

Where Am I Now?

How Do I Close the Gap?
<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where Am I Going?</strong></td>
<td>1. Provide a clear and understandable vision of the learning target.</td>
</tr>
<tr>
<td><img src="image" alt="Puzzle Piece" /></td>
<td>2. Use examples and models of strong and weak work.</td>
</tr>
<tr>
<td>Student</td>
<td>Teacher</td>
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<tr>
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</tr>
<tr>
<td><strong>Where Am I Now?</strong></td>
<td>3. <strong>Offer regular descriptive feedback.</strong></td>
</tr>
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<td></td>
<td>4. <strong>Teach students to self-assess and set goals.</strong></td>
</tr>
<tr>
<td>Student</td>
<td>Teacher</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>How Can I Close the Gap?</td>
<td>5. Design lessons to focus on one aspect of quality at a time.</td>
</tr>
<tr>
<td></td>
<td>6. Teach students focused revision.</td>
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<tr>
<td></td>
<td>7. Engage students in self-reflection and let them keep track of and share their learning.</td>
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</tbody>
</table>
Effective Feedback

What Does It Look Like?
American Idol vs. Dancing with the Stars

Which contestant will improve based on the feedback?
American Idol

Video Segment from youtube
Purpose of Feedback

- Describes qualities of work in relation to the learning targets
- Makes observations about students’ learning processes and strategies that will help them figure out how to improve
- Fosters student self-efficacy by drawing connections between students’ work and their efforts

Susan Brookhart, How to Give Effective Feedback to Your Students
Two Types of Feedback

**Evaluative Feedback**
- Tells learners how they compare to others
- Provides a judgment summarizing the quality of the learning
- Is a direct result of summative assessment

**Descriptive Feedback**
- Provides specific information in the form of written comments or conversations
- Helps the learner understand what he or she needs to do to improve
- Is a crucial part of formative assessment
Effective Feedback

Regardless of the type of feedback used, it must be

- Of high quality
- Clearly written
- Age-specific
- Content-specific
- Addressing the intended purpose
- Timely
Descriptive or Evaluative

- Try harder next time.
  Evaluative

- You maintained eye contact throughout your entire speech; now you might work on your enunciation.
  Descriptive

- You solved the equation; however, you need to include a written or visual explanation.
  Descriptive

- Your writing has definitely improved.
  Evaluative
You made some simple mistakes on your timeline. Make sure that your time intervals are all the same length.

89%! B+! Good work! I am proud of you.

You are so close to proficiency. With a little more work, you should be at a level 3.

Your topic sentence is clear; your next step might be to add concrete details to support it.
Effective feedback can result in as much as a 37 percentile point gain in achievement.

Effective feedback is:

- Descriptive
- Informative
- Specific
- Guiding

Darling 1989
Feedback Question

As a result of my feedback, did students do better the next time?

- Did their work improve?
- Did they become self-motivated?
- Is the feedback viewed by the students as valuable?
Characteristics of Effective Feedback

- Directs attention to the intended learning, showing strengths and offering specific suggestions to guide improvement.
- Happens *during* learning while there is still time to act on it.
- Addresses what the student knows.
- *Does not* do the thinking for the student.
- Corrections are limited to the amount the student can act on.

Jay Chappuis,

*Seven Strategies of Assessment for Learning*
Achievement Feedback

Tells the student what was done well

Praises the work or process, not the student
Achievement

This is quality work because…
Your thinking shows…
Two things you really did well are…
When explaining your topic you…
Your writing tells me…
Intervention Feedback

Tells the student what needs improving and gives enough information so the student knows what to do next.
Feedback Starters

Intervention

📝 Your thinking shows…

📝 One thing to improve on…

📝 You need more…

📝 You need less…

📝 When explaining your topic you…

📝 Your writing tells me…
Feedback Starters

Intervention
(Improvement Strategies)

Your next steps might be...
You might try...
The effects of feedback depend on the nature of the feedback. Feedback can be the information that drives the process or the stumbling block that derails the process.

Susan M. Brookhart
## Feedback Decisions

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td></td>
</tr>
<tr>
<td>How many points made</td>
<td></td>
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<tr>
<td>How much about each point</td>
<td></td>
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<tr>
<td>Prioritize – pick the most important points</td>
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<tr>
<td>Choose points that relate to major learning goals</td>
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<tr>
<td>Consider the student’s developmental level</td>
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## Feedback Decisions

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<tr>
<td>Audience</td>
<td>Individual feedback says, “The teacher values my learning.”</td>
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<tr>
<td></td>
<td>Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for reteaching.</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
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<tr>
<td>Group/class</td>
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## Feedback Decisions

<table>
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<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>✍️ Align to the learning targets</td>
</tr>
<tr>
<td>✍️ On the work itself</td>
<td></td>
</tr>
<tr>
<td>✍️ On the process the student used to do the work</td>
<td></td>
</tr>
<tr>
<td>✍️ Describe both the work and the process</td>
<td></td>
</tr>
<tr>
<td>✍️ Avoid personal comments</td>
<td></td>
</tr>
</tbody>
</table>
Key Implication

Students must be given the opportunity to apply the feedback by trying again.

(Black & Wiliam, 1998)