

Facilitator's Guide for Module 4: Engaging Students to Take Next Steps in Learning



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Facilitator’s Guide for Module 4: Engaging Students to Take Next Steps in Learning

The facilitator’s guide for Module 4 contains the following:

- A review of the key concepts in Module 4;
- A participant’s agenda and an annotated facilitator’s agenda for the fourth 90-minute meeting of your Community of Practice (CoP);
- Appendices (frequently asked questions or misconceptions with suggested responses, materials for the CoP meeting, a list of extended learning opportunities, and references).

Preparations for the CoP Meeting

In preparation for facilitating the fourth meeting with your Community of Practice, you will want to review the Module 4 online course and this facilitator guide, including the appendices. If you have not already done so, you will also want to read or skim the readings associated with this module:

- “Feedback That Fits” by Susan Brookhart;
- “The Perils and Promise of Praise” by Carol Dweck; and
- “Helping Students Understand Assessment” by Jan Chappuis.

Prior to the meeting, it would help to have informal conversations with each participant to get a sense of their understanding of the key concepts in Module 4. Remind them to bring samples of student work, including the learning goal and success criteria for the assignment and a hard copy of their completed CoP prep form to the meeting (see Appendix A).

Where the CoP Has Been and Where It Is Going

By now, participants should have a solid grounding in big ideas, learning goals, success criteria, and learning progressions. They have crafted formative assessment lesson plans, gathered evidence of their students’ learning using formative assessment routines, analyzed that evidence, and used the analysis to change their instruction to meet their students’ needs. Module 4 moves from a concentration on what the teacher does in the classroom to the student’s role in formative assessment. It emphasizes the importance of a collaborative classroom climate that promotes student learning and addresses the teacher’s role in preparing and supporting students as they engage in peer and self-assessment based on learning goals and success criteria.

This guide reviews the key concepts in Module 4—the relationship between collaborative classroom climate and formative assessment, effective descriptive feedback, and peer and self-assessment. The activities of the CoP will delve more deeply into the practice of providing effective feedback, which is the foundation of a collaborative learning climate and self- and peer assessment.

Note: One of the issues that arises when teachers think about formative assessment is how they will deal with students' and parents' expectations for grades. If the teachers in your CoP raise this concern, you may wish to share the appropriate responses to frequently asked questions in Appendix B with them.

Key Concepts in Module 4

Learning Goals for the CoP Meeting on Module 4:

- Enhance descriptive feedback practices based on research
- Acquire feedback practices to model for my students
- Understand and be prepared to apply elements of a collaborative learning climate

Success Criteria for the CoP Meeting on Module 4:

- I can provide descriptive feedback to students based on learning goals and success criteria that will scaffold their learning.
- I can develop instructional routines that will build my students' ability to assess themselves and their peers in relation to learning goals and success criteria.
- I can identify two elements of a collaborative learning climate that I will work on in my classroom.

The Relationship Between Collaborative Classroom Climate and Formative Assessment

At the heart of formative assessment is a classroom environment in which students feel safe to take risks, to explore, and to learn together. It is one in which all students feel that they are respected and valued, have an important contribution to make to their learning, and have a responsibility to contribute to their peers' learning. Teachers are pivotal in building a community of learners in their classrooms. They bear the responsibility of modeling how to provide effective feedback and of using a gradual-release approach in teaching their students the skills of peer and self-assessment. As students become more familiar with feedback and what to look for in quality work, they will give meaningful feedback to their peers and at the same time increase their understanding of what quality work looks like.

The regular use of descriptive feedback contributes to a classroom climate that supports formative assessment and a growth mind-set—both vital to a classroom environment that supports learning. Once

students understand and can apply peer assessment routines, each can be engaged in learning with a partner—giving and receiving feedback—while the teacher guides or supports the work of another student or gathers data for observation or feedback logs. Peer feedback enables all students to be engaged in learning at one time, thereby allowing more learning to occur.

Critical Importance of Descriptive Feedback in a Collaborative Classroom Climate

The use of descriptive feedback has an extraordinarily strong and recent research base (Hattie & Timperley, 2007; Black, Harrison, Lee, Marshall, & Wiliam, 2004; Kluger & DeNisi, 1996). Among their most salient findings are:

- In a meta-analysis of 196 studies, Hattie and Timperley (2007) found that feedback has one of the highest levels of impact on student learning gains (0.79 effect size) when feedback is descriptive and specific.
- Hattie and Timperley (2007) organized feedback into four categories: feedback directed at the task, the process, self-regulation, or the individual student. They found that feedback aimed at the task, processing, and self-regulation is generally beneficial. Feedback directed at the self level is the least effective. Their research finds that the most common feedback in the classroom targets feedback at the self and task levels.
- Kluger and DeNisi (1996) found that feedback has a positive impact on student learning, but four times out of ten it affects student learning negatively. The authors note that feedback harms achievement when it focuses on one's self-esteem or self-image.
- Black, et al. (2004) studied the implementation of formative assessment in 24 secondary school mathematics and science teachers' classrooms in England. Through the use of improved questioning techniques, feedback focusing on how to improve rather than simply giving a grade, involvement of students in peer and self-assessment, and the use of summative assessments in a formative way, teachers found that the motivation and attitudes of their students improved and the students achieved higher scores on tests than their peers in the same schools.

Feedback is given to help learners improve performance. Students must know how to use feedback and have the opportunity to act on it. They need to know what constitutes good performance, how their current performance relates to good performance, and how to close the gap between the two. Effective descriptive feedback helps students understand what they have done well, and focuses on what they need to do to improve. It:

- **Aligns** to learning goals, success criteria, and the learning progression.
- **Accurately describes** what the student is doing well using evidence from student work.
- Provides **suggestions for improvement** in learning by offering hints, clues, or guidance that support next steps in learning.
- Is **limited and prioritized** on the most important next steps, so that students have the right amount of work with which to move forward.
- **Supports students' self-regulation** by providing hints or clues that guide next steps in learning, thus helping students identify how to move learning forward.

- Is **actionable and readily implemented by students**, as students are expected to act on the feedback.
- Includes information that outlines **when opportunities will be provided** for students to act on the feedback.
- Is **monitored by teachers** to ensure a continuous cycle of feedback and application.

Ineffective feedback:

- Does not align to learning goals, or aligns to a poorly defined goal.
- Lacks specificity.
- Draws attention to the student.
- Compares students to peers.
- Assigns grades or scores.

Heritage (2009) has identified feedback shown to have negative consequences on student motivation and performance:

- Feedback that is critical, e.g., “What a silly mistake. You know how to do it.”
- Feedback that is comparative relative to peers, e.g., “This is sloppy work. Look how neatly the others at your table wrote.”
- Feedback that is vague or lacks specificity, e.g., “You’ve made several mistakes on this worksheet. Go back and fix them.”
- Feedback that draws attention to the student rather than the task, e.g., “You are so smart. I’m lucky to have you in my class.”
- Feedback that is aligned to a poorly defined goal, e.g., “You need more in this paragraph.”

Developing good feedback skills takes practice, and it helps to hone skills outside of the classroom until they become automatic.

Note: Teachers find it most difficult to learn how to give effective feedback to students on the opposite ends of the continuum, e.g., students who are not yet meeting skills/knowledge outlined on the learning progression, and those who have mastered level 4 on the learning progression and it is not clear where they should go next. Teachers might find it helpful to use the feedback checklist on page 29 in Appendix D to reflect on their feedback practices.

Peer and Self-Assessment

Peer and self-assessment are critical components of classroom formative assessment as they are the key elements supporting students to become independent and self-regulating learners. Like all learning activities, they require teacher modeling and guided practice prior to their independent use by students. A gradual release of responsibility from teacher to students involves a variety of scaffolds (e.g.,

understanding the learning goal, setting success criteria, modeling feedback by teachers to the class, providing feedback on an exemplar as a group, offering feedback to a peer, and assessing their own progress). At each stage of this work, students require pointers from teachers about the quality of their peer or self-assessment practices. Before peer or self-assessment can occur, students must understand the learning goals and success criteria and must have practiced using effective feedback.

After exposure to teachers' modeling of descriptive feedback and some practice as a group, peer assessment is an excellent way to support students in their development of self-assessment skills. Through this process, they come to understand how to give and receive feedback, to recognize quality work, and to deepen their own thinking about what constitutes quality in their own work.

Several processes can build students' understanding of quality work. Students can collaborate with the teacher to define success criteria, thereby developing a clear understanding of what level of quality is expected in a piece of work. Students can look for evidence of quality work in exemplars, moderating their understanding of quality work and the range of acceptable responses for a given assignment. Class discussions and activities allow teachers to ensure that students have opportunities to reflect and build upon each other's knowledge, e.g., reviewing each other's work prior to submission. The documentation of their learning over time enables students to understand that becoming proficient in any topic requires time, reflection, and multiple opportunities to revisit important content and ideas, e.g., using the revision process.

Note: Teachers are often concerned that peer assessment takes too much time. It is easy to misjudge the value of peer work compared to the time it takes. But, once students understand and can apply peer assessment routines, allowing time for peer feedback facilitates learning. In a peer assessment situation, each student is engaged in learning—giving and receiving feedback. It also enables teachers to gather evidence of students' understanding of a particular concept as they move from one student, pair, or group to another.

Agenda for Module 4 Community of Practice

As the facilitator, your role is to provide opportunities for participants to reflect on their learning from the online course, deepen their understanding by discussing their learning with colleagues, and determine how to embed formative assessment in their instructional practice.

The learning goals and success criteria for the fourth 90-minute meeting of your CoP are offered below. A participant agenda and an annotated facilitator's agenda follow.

Learning Goals for the CoP Meeting on Module 4:

- Enhance descriptive feedback practices based on research
- Acquire feedback practices to model for my students
- Understand and be prepared to apply elements of a collaborative learning climate

Success Criteria for the CoP Meeting on Module 4:

- I can provide descriptive feedback to students based on learning goals and success criteria that will scaffold their learning.
- I can develop instructional routines that will build my students' ability to assess themselves and their peers in relation to learning goals and success criteria.
- I can identify two elements of a collaborative learning climate that I will work on in my classroom.

Participant Agenda for Module 4 CoP Meeting

Learning Goals:

- Enhance descriptive feedback practices based on research
- Acquire feedback practices to model with my students
- Understand and be prepared to apply elements of a collaborative learning climate

Success Criteria:

- I can provide descriptive feedback to students based on learning goals and success criteria that will scaffold their learning.
- I can develop instructional routines that will build my students' ability to assess themselves and their peers in relation to learning goals and success criteria.
- I can identify two elements of a collaborative learning climate that I will work on in my classroom.

Upon arrival	<p>Explore Our Learning from the Online Course</p> <p><i>Purpose:</i> Identify what I understand from Module 4 and what I would like to discuss with my colleagues to develop a common understanding on how to use evidence to engage students in their learning.</p> <p><i>Outcome:</i> Identification of which topics need more exploration and dialogue for the CoP to have a clear understanding of the content in Module 4.</p>
5 minutes	<p>Getting Started</p> <p><i>Purpose:</i> Review today's agenda, learning goals, and success criteria.</p> <p><i>Outcome:</i> Clarity regarding the learning goals and success criteria for today's meeting.</p>
20 minutes	<p>Deepen Understanding of Key Content in Relation to Current Context</p> <p><i>Purpose:</i> Observe teachers giving feedback to, and eliciting feedback from, students, or observe students giving, receiving, and using feedback from peers to improve their writing.</p> <p><i>Outcome:</i> Increase my understanding of how giving descriptive feedback builds or enhances a collaborative learning culture in my classroom.</p>
15 minutes	<p>Reflecting Experience</p> <p><i>Purpose:</i> Strengthen my understanding of the principles of effective descriptive feedback.</p> <p><i>Outcome:</i> Identify one principle that I will use over the next month in my classroom to improve my feedback to students.</p>

35 minutes	<p>Integrating Key Concepts with Our Current Practice (<i>select one</i>)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="350 260 896 722" style="width: 50%; vertical-align: top;"> <p>Option 1: <i>Purpose:</i> Using samples of our students' work, I will craft one to three pieces of effective feedback for a student based on a specific learning goal and success criteria.</p> <p><i>Outcome:</i> Common understanding of effective feedback and deeper knowledge of how to craft effective feedback based on learning goals and success criteria to move a student's learning forward.</p> </td> <td data-bbox="896 260 1432 722" style="width: 50%; vertical-align: top;"> <p>Option 2: <i>Purpose:</i> Identify two processes I could integrate into the next classroom activity for the same body of work that would give students the opportunity to share feedback with each other based on the unit's learning goals and success criteria.</p> <p><i>Outcome:</i> Several ways to integrate peer feedback based on learning goals and success criteria into the next activity in this unit.</p> </td> </tr> </table>	<p>Option 1: <i>Purpose:</i> Using samples of our students' work, I will craft one to three pieces of effective feedback for a student based on a specific learning goal and success criteria.</p> <p><i>Outcome:</i> Common understanding of effective feedback and deeper knowledge of how to craft effective feedback based on learning goals and success criteria to move a student's learning forward.</p>	<p>Option 2: <i>Purpose:</i> Identify two processes I could integrate into the next classroom activity for the same body of work that would give students the opportunity to share feedback with each other based on the unit's learning goals and success criteria.</p> <p><i>Outcome:</i> Several ways to integrate peer feedback based on learning goals and success criteria into the next activity in this unit.</p>
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5 minutes	<p>Notice What's Changing, What's New</p> <p><i>Purpose:</i> Reflect on my learning.</p> <p><i>Outcome:</i> Understanding of what in my thinking and practice is changing.</p>		
5 minutes	<p>Agree on Next Steps</p> <p><i>Purpose:</i> Identify what concepts in Module 4 still need more discussion and preparation for our next CoP.</p> <p><i>Outcomes:</i> Clear understanding of our assignment and the means by which we will report back our learning.</p>		
5 minutes	<p>Evaluation</p> <p><i>Purpose:</i> Assess my knowledge of creating a collaborative learning climate in my classroom and giving and receiving feedback to help me determine my next step in learning, and provide feedback to the CoP facilitator.</p> <p><i>Outcome:</i> Information for me and for our facilitator to use in planning the next meeting and providing assistance to individual CoP members.</p>		

Facilitator’s Agenda for CoP Meeting for Module 4

Time Allotted	Purpose/Outcome	Facilitator’s Tasks	Set-up
Upon arrival	<p>Explore Our Learning from the Online Course Purpose: Identify what teachers understand from Module 4, what they are unclear about, and what topics they would like to discuss with their colleagues to develop a common understanding.</p> <p>Uncover misconceptions (see Appendix B for succinct responses to frequently asked questions and misconceptions).</p> <p>Outcome: Identification of which topics in Module 4 need more exploration and discussion to come to a common understanding within the CoP.</p>	<p>Greet participants as they arrive and ask them to review the notes on their CoP prep form (see Appendix A), highlight one thing in each column that they would like to share, record each on a separate sticky, and post them in the appropriate column on the chart paper. (Other options: chart them or have participants share them orally.)</p>	<p>Post large sheet(s) of chart pack with three columns headed:</p> <ul style="list-style-type: none"> • What’s clear? • What’s unclear? • What would I like to spend time talking to colleagues about to develop a common understanding? <p>Place post-it stickies on the table.</p>
5 minutes	<p>Getting Started Purpose: Review the CoP’s agenda, learning goals, and success criteria.</p> <p>Outcome: Clarity regarding the learning goals and success criteria for today’s meeting.</p>	<p>Review agenda, learning goals, and success criteria for this meeting.</p>	<p>Post agenda, learning goals, and success criteria for this CoP meeting on chart paper.</p>
20 minutes	<p>Deepen Understanding of Key Content in Relation to Current Context Purpose: Observe teachers giving feedback to, and eliciting feedback from students, or students giving, receiving, and using feedback from peers to improve their writing.</p> <p>Outcome: Increase understanding of how descriptive feedback builds or enhances a</p>	<p>Set-up: Developing a collaborative learning culture is essential to the effectiveness of formative assessment, but is not always easy to achieve.</p> <p><i>Elementary video:</i> We are going to watch a video in which a teacher shares feedback with, and at times elicits assessments from, students.</p>	<p>Select excerpts from the video that best aligns with your CoP’s grade level:</p> <ul style="list-style-type: none"> • <i>Elementary video entitled “Precision Teaching: Writing Conferences Student-Teacher”:</i> A primary school teacher conferences students on their writing (0:52-5:32). (http://www.youtube.com/watch?v=njLGV3drzRo&list=UUKTf5EPvT4ZTknb-FcK0yw&index=85)

Time Allotted	Purpose/Outcome	Facilitator's Tasks	Set-up
	<p>collaborative learning culture in their classroom.</p>	<p><i>Secondary video:</i> We are going to watch a video in which students are engaged in providing descriptive feedback to each other on first drafts of their graphic novels.</p> <p>Directions: As you watch the video, please note your responses to the following questions on index cards:</p> <ul style="list-style-type: none"> • List at least 3-4 elements of formative assessment, you observed in this clip— either in practice or in the classroom, e.g., something on the wall. • List at least three things you observed in the video that allow students to feel respected, valued, and safe. <p>After viewing the video, ask the group for a few items on their lists and briefly discuss.</p> <p>Then, post and discuss the following prompt:</p> <ul style="list-style-type: none"> • What kinds of routines, instructional practices, or planning do you imagine had to take place in order for these teachers and students to give and receive this kind of descriptive feedback? What likely took place in their classroom prior to videotaping? <p>Ask participants to discuss in pairs or at their tables what they might alter in their practice or classroom to enhance a collaborative learning environment.</p>	<ul style="list-style-type: none"> • <i>Secondary video entitled “Planning Assessment with Instruction, Segment 8 – Students as Partners in the Learning”:</i> High school students, who are creating graphic novels, give and receive feedback from their peers (2:07-4:30 and 5:21-8:26). (http://www.edugains.ca/newsite/aer2/aer-video/planningassessmentwithinstruction.html) <p>Post questions on chart pack.</p> <p>Place index cards on tables.</p>
15 minutes	<p>Reflecting Experience Purpose: Strengthen my understanding of the principles of effective descriptive</p>	<p>Set-up (three minutes): In the course of completing the online course for Module 4, participants read “Feedback That Fits” by</p>	<p>Copies of “Feedback That Fits” by Susan M. Brookhart (see pages 19-25 in Appendix C).</p>

Time Allotted	Purpose/Outcome	Facilitator's Tasks	Set-up
	<p>feedback.</p> <p>Outcome: Identify one principle that I will use over the next month in my classroom to improve my feedback to students.</p>	<p>Susan Brookhart. In it, she discusses several principles of effective feedback. Ask them to take six minutes to skim the article to highlight three key learnings, two statements the author made that surprised them, and one characteristic they want to work on to improve their feedback to students.</p> <p>Then, give them six minutes to share their highlights with each other and discuss how they will implement the characteristic they chose.</p>	<p>Post the following on chart pack:</p> <ul style="list-style-type: none"> • 3 key learnings • 2 surprises • 1 characteristic that you want to work on to improve your feedback to students
<p><i>For the next 35-minute segment, your COP members will select one of the following options at the end of the online course for Module 4, so you will know which activity to prepare for the COP meeting. If your COP members feel they need more practice in providing feedback, the first option would be best. If they are secure in giving descriptive feedback to their students, the second option focused on peer assessment would be more appropriate.</i></p>			
35 minutes	<p>OPTION 1: Integrating Key Concepts with Our Current Practice</p> <p>Purpose: Craft one to three statements of effective feedback for samples of student work based on a specific learning goal and success criteria.</p> <p>Outcome: Common understanding of effective feedback and deeper knowledge of how to craft effective feedback based on learning goals and success criteria to move a student's learning forward.</p>	<p>Set up: In this next activity, participants are going to practice giving effective feedback based on the examples of student work they brought with them. The purpose is to help each other gain a common understanding of effective feedback and to support each other as they develop feedback on a specific student's work.</p> <p>In pairs, ask participants to review the learning goals and success criteria for a specific assignment/lesson. (Each pair has a different sample of work, learning goals, and success criteria). Then, depending on the length of a piece of student work, ask them to craft one to three pieces of feedback for the student.</p> <p>Ask each pair to share their student work and feedback statements with another pair. Each</p>	<p>Samples of student work, including learning goals and success criteria for the assignment, brought by some teachers.</p> <p>Enough copies of "Guidelines for Effective Feedback" on page 26 in Appendix C for each participant.</p>

Time Allotted	Purpose/Outcome	Facilitator's Tasks	Set-up
		pair provides constructive feedback based on the "Guidelines for Effective Feedback."	
35 minutes	<p>OPTION 2: Integrating Key Concepts with Our Current Practice</p> <p>Purpose: Identify two processes they could integrate into the next classroom activity for the same body of work that would give students the opportunity to share feedback with each other based on the unit's learning goals and success criteria.</p> <p>Outcome: Several ways to integrate peer feedback based on learning goals and success criteria into the next activity in this unit.</p>	<p>Set up: In this activity, participants are planning the next activity in the unit for which they brought examples of student work (or an upcoming unit) with a focus on how to integrate peer assessment into it.</p> <p>In pairs, ask participants to think about how they would plan to:</p> <ul style="list-style-type: none"> • Ensure that students have internalized the learning goals and success criteria, e.g., co-creating success criteria. • Assist students to understand what constitutes quality work, e.g., sharing exemplars, models. • Support students as they begin giving and receiving feedback, e.g., modeling for students, co-developing prompts to share what a peer has done well, what can be improved, and what the next steps in learning might be. <p>Ask each pair to join another pair to offer constructive feedback to the other based on "Guidelines for Effective Feedback" (see page 26 in Appendix C).</p>	<p>Samples of student work, including learning goals and success criteria for the assignment, brought by some teachers.</p> <p>Post questions for the pairs to consider on chart pack:</p> <ul style="list-style-type: none"> • How will you ensure that students have internalized the learning goals and success criteria? • How will you build your students' understanding of what constitutes quality work? • What support will you provide to students to assist them in beginning to give and receive feedback?
5 minutes	<p>Notice What's Changing, What's New</p> <p>Purpose: Individually reflect on their learning.</p> <p>Outcome: Individual understanding of how CoP members' thinking and practice are changing and information for the facilitator as to where each participant is and needs to move.</p>	<p>Ask participants to respond to a reflective prompt: "I used to do and now I do..." by writing their responses on index cards.</p> <p>Facilitate sharing of reflections from two or three participants. Collect index cards, review responses after the session, and use in planning the next session.</p>	<p>Post reflective question on chart paper and place index cards on tables.</p>

Time Allotted	Purpose/Outcome	Facilitator's Tasks	Set-up
5 minutes	<p>Agree on Next Steps <i>Purpose:</i> Identify what concepts in Module 4 still need more discussion and preparation for the next CoP.</p> <p><i>Outcome:</i> Clear understanding of the assignment and the means by which they will report back their learning.</p>	<p>Ask participants to complete an exit ticket by identifying one topic that has become clearer to them today and one that still needs more discussion to develop a common understanding. Review their exit tickets after the meeting and suggest extended learning opportunities to individual teachers later.</p> <p>Reiterate next steps for sharing their learning from using one of Susan Brookhart's characteristics/principles of effective feedback in their classroom at the next CoP meeting.</p>	Exit slips, chart paper from initial activity, blank chart paper, and markers.
5 minutes	<p>Evaluation <i>Purpose:</i> Gather feedback that will help teachers to determine their next step in learning; obtain information that will assist you in planning the next session.</p>	Ask participants to complete the evaluation form to obtain an understanding of their next step in learning and to help you plan for the next session.	Enough copies of the evaluation form on page 27 in Appendix C for each participant.
90 minutes in total			

Appendix A: My Initial Reflections on Module 4
Engaging Students to Take Next Steps in Learning

Name: _____

What's clear	What's not clear
What would I like to spend time talking to colleagues about to develop a common understanding?	

Appendix B: Frequently Asked Questions/Misconceptions with Suggested Responses

Q: Isn't feedback the same as formative assessment?

A: Feedback is a necessary first step, but it is formative only if the information fed back is *used* by learners to improve their performance. If the information students receive cannot be used by them to improve their performance, it is not formative.

Q: What is the most effective kind of feedback to give to students?

A: Research has discovered that providing feedback aligned to the learning goal and success criteria is most effective (Hattie & Timperley, 2007). In addition, research has also found that feedback directed at the task, the process, or self-regulation is more effective than feedback focused on the individual. Feedback that is more specific, such as written comments or probing questions versus grades, helps learners understand where they are in relation to the learning goal and guides them to discover what they have to accomplish to reach it.

Q: How should feedback be delivered?

A: Feedback that is aligned to the learning goal and success criteria can be offered through verbal or written comments to an individual, small group, or whole class. Descriptive feedback can be provided through small group work, student conferencing, student journals, or portfolios.

Q: Can students give each other feedback without modeling or instruction?

A: Peer and self-assessment are not effective unless students are able to internalize the learning goals and success criteria first, and they have received instruction/modeling on how to give and receive descriptive feedback. Part of this preparation needs to teach students to listen respectfully to one another, respond positively and constructively, and appreciate the different skill levels among their peers to learn with and from each other. Above all, the classroom's culture must be one in which all students feel safe, respected, and valid contributors to learning.

Q: As we move away from grades and give feedback, how do we handle the grading component we are obligated to provide to parents?

A: This is a different conversation at the elementary and secondary levels, where grading practices are viewed differently. At both levels, significant planning must be done to help prepare parents for a change towards a more standards-based grading model. They want their students to succeed and want to know what they can do to help that occur.

There are many effective strategies, but the most successful is one in which students are the primary voice in educating parents. As students learn strategies through formative assessment to articulate the learning goals and clarify their own next steps in learning, they become the biggest advocate for parents and the larger community. In one district, a school committee planned to address parent concerns about the amount of time that teachers were spending in professional development related to a district-

wide assessment initiative. That evening, over the dinner table, a school committee member asked his normally-recalcitrant fifth grader to talk about what she was learning and what it meant to her. “We’re learning about the difference between fiction and non-fiction writing and I learned that I really like to read non-fiction books. I never knew that before. I have a pile of them on my desk at school that I am going to read this week.” At that moment the school committee member understood what the district was trying to do, and was able to convince other parents of this as well.

Structurally, there is also much to do to create the conditions for parent understanding. Educators will have to explore how they, their school, and their district will handle parent conferences differently because of the new data they have to share. They will have to think about what kinds of newsletters they will send home, and how they can share exactly what the students are working on (learning goals) and how they know when students are successful. In one school students collect examples of reading success criteria that they achieve at home. Another school uses student-led conferences to show student progress in new ways. Since both teachers and students have specific data to share (e.g., a tape documenting progress through audio recordings of a student’s fluency over six months), conferences can be quite a new experience for parents.

Q: Is it possible to employ traditional grading and formative assessment at the same time?

A: In traditional grading models, all assessment is cumulative and typically is used in calculating final grades. In formative assessment practice, out-of-date evidence is replaced by newer evidence when it is appropriate. What students have learned by the end of the period of learning is used as evidence for a grade.

In formative assessment, scores on assignments that are intended to provide practice, most homework and many class assignments and quizzes, are used to gather evidence of learning that informs next steps. Teachers using formative assessment practices will have far fewer grade book entries that give a “grade”—a summative assessment for a learning goal that is given after sufficient practice has been taken, and more observation ratings, rubric scores, or anecdotal notes. *Summary grades are based on achievement of the standards/learning goals only as shown in the summative assessment.*

Q: How do we factor in non-achievement factors, e.g., attendance?

A: Since students are graded on achievement of the learning goals, there are also changes in the way that non-achievement factors are counted towards the final grade. For example, rather than give “zeros” to late work, students receive an incomplete with the knowledge that they can replace that without penalty. Extra credit, similarly, does not automatically entail that students increase their grade average. Rather, this evidence is considered along with other evidence of learning. Other non-achievement factors (e.g., turning in work on time, attendance, class participation, and team membership) fall into the same frame. If a school decides that these are important, then these would become a separate category in the reporting process, so as not to dilute the reported evidence of student learning.

Q: How do we convert formative assessment modalities into summative grades?

A: Care must be taken when converting different types of formative assessment scoring modalities into summary grades. Conversion strategies have different implications in elementary and secondary classrooms, and also depend on current reporting factors. To ensure a consistent and reliable approach across classrooms, educators need to reach some school-wide agreement about decision rules that will be used to convert rubric scores to grades.

Q: How does the move from traditional grading to feedback impact classroom culture?

A: Final grades are criterion referenced, and thus show the degree to which the learning goals/standards were attained rather than how the student ranked in class. In classrooms that use normative grading (grading on a curve), the climate is generally one of competition, not collaboration. In this situation, students learn that helping each other hurts their own chances of success, and the classroom can be focused on negative strategies to “gain an edge” in grading.

Appendix C: Handouts and Evaluation Form

Educational Leadership

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Informative Assessment Pages 54-59

Feedback That Fits

Susan M. Brookhart

To craft teacher feedback that leads to learning, put yourself in the student's shoes.

From the student's point of view, the ideal "script" for formative assessment reads something like, "Here is how close you are to the knowledge or skills you are trying to develop, and here's what you need to do next." The feedback teachers give students is at the heart of that script. But feedback is only effective when it translates into a clear, positive message that students can hear.

Student Understanding and Control

The power of formative assessment lies in its double-barreled approach, addressing both cognitive and motivational factors. Good formative assessment gives students information they need to understand where they are in their learning (the cognitive factor) and develops students' feelings of control over their learning (the motivational factor).

Precisely because students' feelings of self-efficacy are involved, however, even well-intentioned feedback can be very destructive if the student reads the script in an unintended way ("See, I knew I was stupid!"). Research on feedback shows its Jekyll-and-Hyde character. Not all studies of feedback show positive effects; the nature of the communication matters a great deal.

Recently, researchers have tried to tease out what makes some feedback effective, some ineffective, and some downright harmful (Butler & Winne, 1995; Hattie & Timperley, 2007; Kluger & DeNisi, 1996). Other researchers have described the characteristics of effective feedback (Johnston, 2004; Tunstall & Gipps, 1996). From parsing this research and reflecting on my own experience as an educational consultant working with elementary and secondary teachers on assessment issues, particularly the difference between formative assessment and grading, I have identified what makes for powerful feedback—in terms of how teachers deliver it and the content it contains.

Good feedback contains information a student can use. That means, first, that the student has to be able to hear and understand it. A student can't hear something that's beyond his comprehension, nor can a student hear something if she's not listening or if she feels like it's useless to listen. The most useful feedback focuses on the qualities of student work or the processes or strategies used to do the work. Feedback that draws students' attention to their self-regulation strategies or their abilities as learners is potent *if* students hear it in a way that makes them realize they will get results by expending effort and attention.

Following are suggestions for the most effective ways to deliver feedback and the most effective content of feedback. Notice that all these suggestions are based on knowing your students well. There is no magic bullet that will be just right for all students at all times.

Effective Ways to Deliver Feedback

When to Give Feedback

If a student is studying facts or simple concepts—like basic math—he or she needs immediate information about whether an answer is right or wrong—such as the kind of feedback flash cards give. For learning targets that develop over time, like writing or problem solving, wait until you have observed patterns in student work that provide insights into how they are doing the work, which will help you make suggestions about next steps. A general principle for gauging the timing of feedback is to put yourself in the student's place. When would a student want to hear feedback? When he or she is still thinking about the work, of course. It's also a good idea to give feedback as often as is practical, especially for major assignments.

How Much Feedback?

Probably the hardest decision concerns the *amount* of feedback. A natural inclination is to want to "fix" everything you see. That's the teacher's-eye view, where the target is perfect achievement of all learning goals. Try to see things from the student's-eye view. On which aspects of the learning target has the student done good work? Which aspects of the learning goals need improvement and should be addressed next? Are any assignments coming up that would make it wiser to emphasize one point over another? Consider also students' developmental level.

What Mode Is Best?

Some kinds of assignments lend themselves better to written feedback (for example, reviewing written work); some to oral feedback (observing as students do math problems); and some to demonstrations (helping a kindergarten student hold a pencil correctly). Some of the best feedback results from conversations *with* the student. Peter Johnston's (2004) book *Choice Words* discusses how to ask questions that help students help you provide feedback. For example, rather than telling the student all the things you notice about his or her work, start by asking, "What are you noticing about this? Does anything surprise you?" or "Why did you decide to do it this way?"

You should also decide whether individual or group feedback is best. Individual feedback tells a student that you value his or her learning, whereas group feedback provides opportunities for wider reteaching. These choices are not mutually exclusive. For example, say many students used bland or vague terms in a writing assignment. You might choose to give the whole class feedback on their word choices, with examples of how to use precise or vivid words, and follow up with thought-provoking questions for individual students, such as, "What other words could you use instead of *big*?" or "How could you describe this event so someone else would see how terrible it was for you?"

The Best Content for Feedback

Composing feedback is a skill in itself. The choices you make on *what* you say to a student will, of course, have a big influence on how the student interprets your feedback. Again, the main principle is considering the student's perspective.

Focus on Work and Process

Effective feedback describes the student's work, comments on the process the student used to do the work, and makes specific suggestions for what to do next. General praise ("Good job!") or personal comments don't help. The student might be pleased you approve, but not sure what was good about the work, and so unable to replicate its quality. Process-focused comments, on the other hand, give suggestions that move the work closer to the target, such as, "Can you rewrite that sentence so it goes better with the one before it?"

Relate Feedback to the Goal

For feedback to drive the formative assessment cycle, it needs to describe where the student is in relation to the learning goal. In so doing, it helps each student decide what his or her next goal should be. Feedback that helps a student see his or her own progress gives you a chance to point out the processes or methods that successful students use. ("I see you checked your work this time. Your computations were all correct, too! See how well that works?") Self-referenced feedback about the work itself ("Did you notice you have all the names capitalized this time?") is helpful for struggling students, who need to understand that they *can* make progress as much as they need to understand how far they are from the ultimate goal.

Try for Description, Not Judgment

Certain students are less likely to pay attention to descriptive feedback if it is accompanied by a formal judgment, like a grade or an evaluative comment. Some students will even hear judgment where you intend description. Unsuccessful learners have sometimes been so frustrated by their school experiences that they might see every attempt to help them as just another declaration that they are "stupid." For these learners, point out improvements over their previous performance, even if those improvements don't amount to overall success on the assignment. Then select one or two small, doable next steps. After the next round of work, give the student feedback on his or her success with those steps, and so on.

Be Positive and Specific

Being positive doesn't mean being artificially happy or saying work is good when it isn't. It means describing how the strengths in a student's work match the criteria for good work and how they show what that student is learning. And it means choosing words that communicate respect for the student and the work. Your tone should indicate that you are making helpful suggestions and giving the student a chance to take the initiative. ("This paper needs more detail. You could add more explanation about the benefits of recycling, or you could add more description of what should be done in your neighborhood. Which suggestion do you plan to try first?") If feedback

comes across as a lecture or suggestions come across as orders, students will not understand that they are in charge of their own learning.

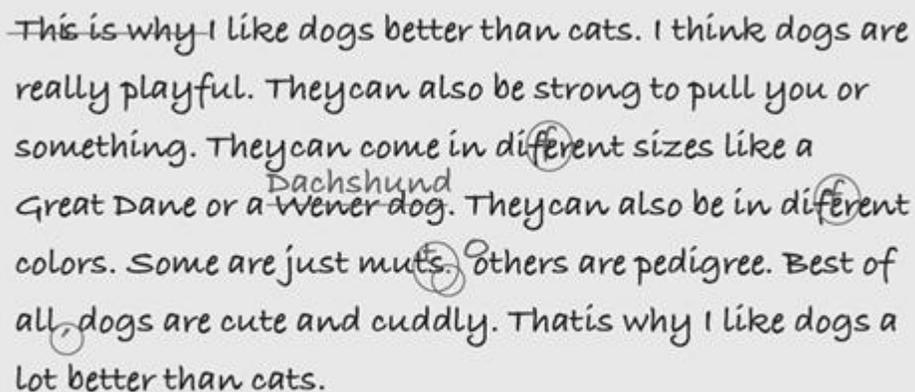
Feedback should be specific enough that the student knows what to do next, but not so specific that you do the work. Identifying errors or types of errors is a good idea, but correcting every error doesn't leave the student anything to do.

These feedback principles apply to both simple and complex assignments, and to all subjects and grade levels. The following example of ineffective and, especially, effective feedback on a writing assignment reflects these principles in practice.

A Tale of Two Feedback Choices

As part of a unit on how to write effective paragraphs, a 4th grade teacher assigned her students to write a paragraph answering the question, "Do dogs or cats make better pets?" They were asked to have a clear topic sentence, a clear concluding sentence, and at least three supporting details. Figure 1 shows what a student named Anna wrote and what *ineffective* teacher feedback on Anna's paragraph might look like.

Figure 1. Ineffective Feedback on Anna's Writing Assignment



~~This is why~~ I like dogs better than cats. I think dogs are really playful. They can also be strong to pull you or something. They can come in different sizes like a Great Dane or a ^{Dachshund} ~~wener dog~~. They can also be in different colors. Some are just mutts. Others are pedigree. Best of all, dogs are cute and cuddly. That is why I like dogs a lot better than cats.

To provide feedback, this teacher decided to make written comments on each student's paper and return the papers to students the day after they turned them in. So far, so good. However, the feedback in Figure 1 is all about the mechanics of writing. This doesn't match the learning target for this assignment, which was to structure a paragraph to make a point and to have that point contained in a topic sentence. Because the mechanical corrections are the only comments, the message seems to be that Anna's next step is to fix those errors. However, this teacher has already fixed the errors for her. All Anna has to do is recopy this paragraph. Moreover, there is no guarantee she would understand why some words and punctuation marks were changed. Recopying by rote could result in a "perfect" paragraph with no learning involved!

The worst part about this feedback, however, is that it doesn't communicate to Anna that she did, in fact, demonstrate the main paragraphing skills that were the learning target. Anna successfully

fashioned a topic sentence and a concluding sentence and provided supporting details. She needs to understand that she has accomplished this. Once she knows that, suggestions about how to make her good work even better make sense.

Figure 2 lists *effective* comments a teacher might write on Anna's paper or, preferably (because there is more to say than a teacher might want to write or a 4th grader might want to read), discuss with her in a brief conference. A teacher would probably use a few—but not all—of these comments, depending on circumstances.

Figure 2. Examples of Effective Feedback on Anna's Writing Assignment

Possible Teacher Comments	What's Best About This Feedback
Your topic sentence and concluding sentence are clear and go together well.	These comments describe achievement in terms of the criteria for the assignment. They show the student that you noticed these specific features and connected them to the criteria for good work.
You used a lot of details. I count seven different things you like about dogs.	
Your paragraph makes me wonder if you have a dog who is playful, strong, cute, and cuddly. Did you think about your own dog to write your paragraph? When you write about things you know, the writing often sounds real like this.	This comment would be especially useful for a student who had not previously been successful with the writing process. The comment identifies the strategy the student has used for writing and affirms that it was a good one. Note that "the writing often sounds genuine" might be better English, but "real" is probably clearer for this 4th grader.
Your reasons are all about dogs. Readers would already have to know what cats are like. They wouldn't know from your paragraph whether cats are playful, for instance. When you compare two things, write about both of the things you are comparing.	This constructive feedback criticizes a specific feature of the work, explains the reason for the criticism, and suggests what to do about it.

<p>Did you check your spelling? See if you can find two misspelled words.</p>	<p>These comments about style and mechanics do not directly reflect the learning target, which was about paragraphing. However, they concern important writing skills. Their appropriateness would depend on how strongly spelling, style/usage, and word choice figure into the longer-term learning targets.</p>
<p>Feedback about making the topic sentence a stronger lead might best be done as a demonstration. In conference, show the student the topic sentence with and without "This is why" and ask which sentence she thinks reads more smoothly and why. Ask whether "This is why" adds anything that the sentence needs. You might point out that these words read better in the concluding sentence.</p>	

Notice that these comments first compare the student's work with the criteria for the assignment, which were aligned with the learning goal. They acknowledge that Anna's paragraph shows that she understands how to produce a topic sentence, supporting details, and a concluding sentence.

The rest of the feedback choices depends on the context. How much time is available to discuss this paper? Which other feedback comments would align with learning targets that have previously been emphasized in class? Which of the possible next steps would be most beneficial for this particular student, given her previous writing? For example, if Anna is a successful writer who likes writing, she probably already knows that describing traits she has observed in her own dog was a good strategy. If she has previously been an unsuccessful writer but has produced a paragraph better than her usual work—because the assignment finally asked a question about which she has something to say—it would be worth communicating to her that you noticed and naming "write about what you know" as a good strategy for future writing.

Feedback Practice Makes Perfect

Feedback choices present themselves continually in teaching. You have opportunities to give feedback as you observe students do their work in class and again as you look at the finished work. Take as many opportunities as you can to give students positive messages about how they are doing relative to the learning targets and what might be useful to do next. Make as many opportunities as you can to talk with your students about their work. As you do, you will develop a repertoire of feedback strategies that work for your subject area and students. The main thing to keep in mind when using any strategy is how students will hear, feel, and understand the feedback.

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FORMATIVE ASSESSMENT

Guidelines for Effective Feedback

Aligns to content	Provides the “just right” amount with the “just right” timing	Leads to next steps in learning	Supports self-regulation
<p>Effective feedback aligns to the learning goals, the success criteria, and the learning progression. It accurately describes what the students have done well using evidence from their work products.</p>	<p>Effective feedback is limited and prioritized on the most important next steps, so that students have the right amount of information with which to move forward. Feedback provides timely information throughout the learning sequence.</p>	<p>Effective feedback can be readily implemented by students. It provides hints, clues, and guidance to help move learning forward. Teachers ensure that students have structured time to respond to external feedback.</p>	<p>Effective feedback helps students learn how to monitor and self-correct their work, and helps them know when and how to apply learning strategies. To develop self-regulation skills, students must have regular opportunities to self-assess.</p>
<p>A1 Align all comments to the learning goal.</p> <p>A2 Use positive descriptive language to accurately describe which success criteria have been met.</p> <p>A3 Clarify which strategies students have used successfully to meet the criteria.</p> <p>A4 If students have used exemplars or rubrics, share how the student is progressing compared to the criteria outlined in the rubric or exemplars.</p> <p>A5 Identify errors in the work, or types of errors, but avoid correcting them for the student.</p>	<p>B1 Prioritize feedback to highlight the most important next steps in learning.</p> <p>B2 Limit feedback about next steps so that students are able to move forward on their own. Students benefit from knowing 1-3 elements to work on independently before checking back with the teacher.</p> <p>B3 Consider each student’s developmental level. Apply what you know about each learner to determine the correct amount and timing of feedback.</p> <p>B4 Provide timely feedback at key points throughout the learning sequence.</p>	<p>C1 Clarify for the student which success criteria have not yet been met, and what will be next steps for their learning.</p> <p>C2 Provide hints, clues, and guidance to describe next steps in learning, without “doing the learning” for the student.</p> <p>C3 Establish routines for students to review feedback, clarify next steps, and request clarification and/or supports to move forward.</p> <p>C4 Ensure that students have both time and opportunity to act on the feedback.</p> <p>C5 When giving feedback, communicate respect for the student and the work.</p>	<p>D1 Have students work with anonymous student work samples to understand and internalize how to compare work products to success criteria.</p> <p>D2 Utilize peer assessment to help students develop and internalize strategies to move learning forward.</p> <p>D3 Provide frequent self-assessment opportunities for students.</p> <p>D4 Monitor student’s use of feedback to ensure a continuous cycle of feedback and application.</p> <p>D5 Develop routines for students to track feedback over time (logs, journals, portfolios).</p>

**Rhode Island Department of Education
Formative Assessment Community of Practice
Module 4 Evaluation**

Consider the following **before and after** questions, which help us better understand your background knowledge:

	Mostly unfamiliar	Somewhat unfamiliar	Somewhat knowledgeable	Very knowledgeable
Before this session, my knowledge of how to provide effective feedback to students was...				
After this session, I would characterize my knowledge of how to provide effective feedback to students as...				
Before this session, my knowledge of developing a collaborative learning culture was...				
After this session, I would characterize my knowledge of developing a collaborative learning culture as....				

Please clarify what you would change about today's session or where you are seeking additional support:

1. To move my own learning forward in formative assessment, I could use continued support in the following:

2. What didn't work for me (or what I would change) from today's session:

Appendix D: Extended Learning Opportunities

If CoP members are having difficulty visualizing descriptive feedback, ask them to view the five-minute video on “What Constitutes *Effective* Feedback” produced by the Ontario Ministry of Education (<http://www.edugains.ca/newsite/aer2/aervideo/descriptivefeedback.html>) and discuss its implications for how they provide feedback to their students.

If individual teachers or a team are overwhelmed by the various facets of providing effective feedback, have them review their responses to the self-reflection tool, “My Feedback Practices,” on page 29 with a partner to identify an area of focus that they would like to implement or improve.

If CoP members wish to assist each other in developing their formative assessment practices, they can observe in each other’s classrooms as they explore formative assessment practices and learn from each other. They may find the “Formative Assessment Classroom Observation and Lesson Planning Tool” on pages 30-34 in Appendix D helpful. Although it represents all aspects of the formative assessment cycle, teachers can agree to focus on one or two aspects of the tool (e.g., feedback or peer and self-assessment) at one time. Each host teacher completes the first page and shares it with colleagues in preparation for their visit. During the observation, the visiting colleague(s) records observations and points for discussion on the form. After the visit, the visiting colleague(s) can dialogue with the host teacher—asking questions, sharing observations, and addressing discussion points. Together, they can determine next steps.

CoP or team members can use a protocol (see page 35-36 in Appendix D) to share an example of the work they are doing on formative assessment and get feedback on their work from peers. CoP or team members can share unit templates for collecting evidence (observation tools, grade book documentation strategies, other tools and templates), examples of formative/instructional tasks they’ve developed, examples of peer assessment strategies they have tried or currently use, or examples of student self-assessment strategies they’ve recently tried or regularly use. Directions are on the “Protocol for CoP or Team Members’ Review.”

If elementary school teacher are interested in learning more about the trappings of a formative assessment classroom, they may be interested in viewing a video in which an elementary teacher in Canada leads them on a tour of her classroom (<http://www.youtube.com/watch?v=leBuPKmXKIQ&list=UUKTf5EuPvT4ZTknb-Fck0yw>). While viewing the video, ask them to record evidence that she has created a collaborative classroom climate in which students feel respected, valued, and safe.

My Feedback Practices

Consider each of the following statements, and indicate R (rarely), S (sometimes), or U (usually).			
A. Gathering feedback FROM students about learning			
I ensure use of a variety of assessment strategies, (e.g., traffic lighting, thumbs up, exit cards, leaning logs) to gather feedback about students' learning during each instructional period.			
I note where students need further instruction or a different approach, and adjust instruction accordingly.			
B. Providing feedback TO students about their learning			
Feedback includes three components: what was done well, what needs improvement, and specific suggestions for how to improve.			
Feedback relates to the learning goal(s) which I shared and clarified with students at the outset of the learning cycle.			
Feedback is based only on the criteria for success which I shared and clarified with students at the outset of the learning cycle.			
Feedback is prioritized to focus on the aspects of student learning that need the greatest attention.			
Feedback is focused on the product or task, the processes used, or student's self-regulation, not on the student as a person.			
Next steps are incremental and specific enough so that students know what to do, but without doing the improvements for them.			
The amount of feedback at any one time is manageable for the students' readiness, e.g., limited to two or three specific items.			
Feedback is expressed in a respectful, positive tone and in language meaningful to the student.			
Feedback is descriptive (provides information that students can use to improve), rather than evaluative (a mark or grade).			
The timing of my feedback (oral or written) provides students opportunities to use the information while they are still learning and practicing the requisite knowledge and skills.			
I use strategies to monitor students' response to feedback, e.g., feedback log.			
C. Considering feedback when planning instruction and assessment			
I identify and share incremental learning goals, based on the overall and specific expectations which describe in student-friendly language what students are to know and be able to do.			
I identify the criteria for successful achievement of the learning goals, and plan how to develop and/or share those criteria with the students at or near the outset of the learning.			
I identify critical points in the learning where the students and I engage in assessment and feedback to determine who is learning and who needs further instruction.			
I plan activities that provide students the opportunity to practice and demonstrate their learning so that feedback can be given and received.			
I plan opportunities for students to act on feedback with my support.			

Source: Ontario Ministry of Education. (2010). *Descriptive Feedback, Assessment for Learning Video Series, Viewing Guide* (p. 16). Toronto, Ontario, Canada.

Formative Assessment in the Classroom

Title:	Formative Assessment Classroom Observation and Lesson Planning Tool
Created by:	Margaret Heritage (AACC), Susan Janssen (NYCC), Adam Tanney (NYCC), Nancy Zarach (Syracuse City School District), and Nancy Gerzon (NYCC)
Description:	The Formative Assessment Classroom Observation and Lesson Planning Tool supports the use of classroom formative assessment practices. It can be used as a structure for lesson planning, as a coaching tool, or as an observation tool around which to focus professional development work in formative assessment.
How it was used:	Initially, this tool was used to help solidify math coaches' understanding of the complete formative assessment cycle. Coaches then used it in their own work with their teachers to co-plan lessons, to observe and make notes about their teachers' instructional practices, and to use it as a framework for understanding formative assessment during inservice work with teachers.
Key lessons:	The tool was helpful because it framed the big picture, by representing <i>all</i> aspects of formative assessment practices in one document. This helped teachers and coaches see the connections between all parts of the formative assessment cycle, and served as a reflection of their increased understanding of these connections. The tool provided a useful bridge between theory and practice by laying out a series of prompts that reflect the entire formative assessment cycle. Although the tool itself represents all aspects of the formative assessment cycle, teachers and coaches worked together to define only one or two aspects of the tool to use at any one time. Coaching feedback would be based only on the specific attribute that teachers selected to work on during a given period of time.
Recommendations:	This tool is a valuable centerpiece for bridging theory to practice around formative assessment implementation. However, substantive work to understand each of the attributes of formative assessment needs to accompany the introduction and use of the tool.

Formative Assessment in the Classroom

The teacher completes this page prior to the walk through or coaching observation.

Learning goal

Success Criteria

The plan to gather evidence of learning in this lesson: (These should align with criteria in right column above.)

Start of lesson:	Middle of lesson:	End of lesson:

4. When in the lesson will I offer feedback to students?

5. How will I encourage students to assess their own learning?

Formative Assessment in the Classroom

Learning Goals and Success Criteria

	Yes	No
6. Teacher shared learning goals for lesson with students	Yes	No
7. Goals were clear and manageable for the lesson	Yes	No
8. Teacher shared criteria for success with students	Yes	No
9. Success criteria were clear and understandable by students	Yes	No
10. Teacher discussed criteria through the use of exemplars	Yes	No
11. Students were involved in developing initial criteria	Yes	No

If yes, describe:

Points for discussion

Eliciting Evidence

	Yes	No
12. Teacher used FA strategies during lesson (Circle below)	Yes	No
Asking questions orally (with wait time)	Asking question, written	
Listening to discussion	Observation	
Listening to explanations	Instructional tasks	
Analysis of student representation	Multiple choice (e.g., a, b, c, d cards)	
End of lesson student review	Other:	

If yes, describe:

Points for discussion

Formative Assessment in the Classroom

Using Evidence:

13. Teacher showed evidence of adjusting instruction based on the evidence

Yes

No

If yes ...

... describe the adjustment made and for whom (e.g., whole class, small group, individual)

Points for discussion

14. Teacher indicated that evidence will be used to plan the next lesson

Yes

No

... describe how teacher plans to use evidence

Feedback:

15. Teacher provided feedback to the students (e.g., individual or class)

Yes

No

If yes ...

circle any of the following features of feedback observed:

- a) clear and descriptive
- b) based on success criteria
- c) related to student interpretation
- d) helped the student(s) know how to move forward in learning
- e) gave students chance to use the feedback

Points for discussion

Formative Assessment in the Classroom

Self and Peer Assessment:

	Yes	No
16. Evidence of self-assessment	Yes	No
17. Teacher supported students in process of self-assessment	Yes	No
18. Teacher provided opportunity for peer assessment	Yes	No
19. Teacher supported students in process of peer assessment	Yes	No
20. Teacher made use of either student self- or peer assessment during instruction	Yes	No

If yes, describe:

Points for discussion

21. How will formative assessment data inform next instructional steps?

Protocol for CoP or Team Members' Review

Instructional Task: During this time, each CoP or team member will share an example of the work they are doing on formative assessment and get feedback on their work sample from two peers.

Rationale: *Both giving and receiving feedback* are skills that need to be developed. Learning how to give effective, descriptive feedback takes practice, as it is quite unlike other examples of feedback in our “non-school” lives. Similarly, receiving feedback can be quite challenging for any individual, adult, or student. This instructional task will give each CoP or team member practice giving and receiving feedback.

Additional Information: Three CoP or team members are at each table. Each will have a chance to present once and give feedback to colleagues twice. The presenting member shares his or her work, and the two colleagues provide feedback.

Time Frame: Total time is 45 minutes. Each CoP or team member will have 15 minutes to share his or her work and receive feedback.

Protocol:

1. The presenter shares an example of work while the receiving colleagues listen (4 minutes).
2. The presenter clarifies on which aspects of the work he or she would like feedback from colleagues (1 minute).
3. The receiving colleagues ask clarifying questions (1 minute).
 - Clarifying questions are typically short, factual questions designed to help the receiving colleagues better understand a small background issue or context.
4. The receiving colleagues take a few moments to individually write/reflect on what they've heard (2 minutes).
5. The receiving colleagues provide feedback to the presenter, who listens. Please note that there is *no discussion* at this time (5 minutes). The receiving team will offer feedback aligned to “Guidelines for Effective Feedback” on page 20 in Appendix C.
 - Align your feedback to the learning goals (or to the requested focus)
 - Provide the “just right amount” of feedback
 - Offer hints, clues, or guidance for next steps
6. The presenter describes how he or she might apply the feedback they've heard (1-2 minutes).
7. The process is repeated for the other two CoP or team members.

After the third round, debrief using the following questions:

1. How did it work to give feedback using the guidelines? Which aspects of the guidelines came easily? Were there any aspects of the guidelines that were harder to use?
2. How did it feel to receive feedback in this way? What might this tell you about how students are likely to receive feedback when using the guidelines?

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Online Resources

Dylan Wiliam's video on outcomes and challenges faced in implementing formative assessment (3:31 minutes), <http://journeytoexcellence.org/uk/> (Search for Dylan Wiliam, then select video entitled "Assessment for Learning: Dylan Wiliam")

Dylan Wiliam's video on the value of self- and peer assessment (2:31 minutes), <http://vimeo.com/31887765>

Feedback in formative assessment – Using formative feedback to scaffold learning, Margaret Heritage, Iowa State Department of Education Assessment for Learning website (22:47 minutes), <https://aea111.eduvision.tv/Default.aspx?q=CT1wecDsedCk4DuibE5mXw%253d%253d>

Listen while you work: Using informal assessments to adjust your instruction by Kristi Johnson Smith, <http://www.learnnc.org/lp/editions/firstyear/260>

Podcast of interview with Kate Garrison, Manager of Products and Services for Professional Development with Measured Progress, in which she addresses the culture of formative assessment (21:38 minutes),

<http://www.amle.org/Publications/TodaysMiddleLevelEducator/tabid/1409/Default.aspx?name=formative%20assessment>

The growth mindset – An interview with Carol Dweck, Professor of Psychology at Stanford University,

http://dww.ed.gov/Encouraging-Girls/Ability-Is-Expandable/learn/?T_ID=18&P_ID=34

The power of student self-assessment – Overview of student self-assessment by Best Practices Weekly (5:11 minutes), <http://www.youtube.com/watch?v=-XJ8f9yLteQ>

Strategies to enhance peer feedback, Australia Assessment for Learning module,

http://www.assessmentforlearning.edu/au/professional_learning/modules/peer_feedback/peer_strategies_enhance.html

The ‘just right’ learning gap, Margaret Heritage, Iowa State Department of Education Assessment for Learning website (5:46 minutes), <https://aea111.eduvision.tv/Default.aspx?> (Search for Margaret Heritage, then select the video on the “just right” learning gap.)

Using praise to enhance resilience and learning outcomes – This article, which reviews Carol Dweck’s work, focuses on the positive effects that offering praise for effort has over praise focused on students’ intelligence. <http://www.apa.org/education/k12/using-praise.aspx>

Classroom Videos

Descriptive Feedback

Developing inquiring minds: Teachers demonstrate effective descriptive feedback, Part I (9:27 minutes) – Primary school teachers demonstrate how to provide feedback to each other about their writing.

<http://www.youtube.com/watch?v=X1BZRkSvlwY>

Developing inquiring minds: Teachers demonstrate effective descriptive feedback, Part II (6:08 minutes) – Students reflect on teachers’ descriptive feedback, thereby creating success criteria, and then pair off to practice giving feedback to a peer.

<http://www.youtube.com/watch?v=Q70c9SyZ6Sk>

KS3 APP – Designing APP assessment for math (13:45 minutes) – High school students investigate the use of angles through an analysis of playing pool. The clip (beginning to 6:10 minutes) shows the teacher using questioning strategies to help students move forward in their application of key learning goals.

www.teachfind.com/node/282

Precision teaching: Writing conferences student and teacher – Primary school teacher providing descriptive feedback to students on their writing, eliciting self-assessment from students, and

determining next steps (9:26 minutes).

<http://www.youtube.com/watch?v=njLGV3drzRo&list=UUkTf5EuPvT4ZTknb-Fck0yw&index=85>

Peer and Self-Assessment

KS 3/4 modern foreign languages (secondary classroom) – Peer assessment¹ (1:20-4:37 minutes) –

Example of whole class peer assessment in a grade 9 German classroom,

<http://teachfind.com/KS34-modern-foreign-languages-peer-assessment>

Peer to peer assessment – High school math lesson showing peers working on three levels of math examples and having students solve them and justify solutions using sticky notes (5:12 minutes),

<http://teachfind.com/teachers-tv/peer-peer-assessment>

Primary assessment for learning: Speaking and Listening: Year 1¹ (13.4 minutes) – Primary teacher helps students learn how to develop skills to look for key qualities in student work (success criteria) and begin to give feedback to peers based on the success criteria (13:42 minutes),

<http://teachfind.com/teachers-tv/primary-assessment-learning-speaking-and-listening-year-1>

Self-assessment and peer support² (3:32 minutes) – Year 7 students rank their writing (“traffic lighting”) to tell them what they are good at and what they need to work on more,

<https://www.teachingchannel.org/videos/peer-teaching--2>

Self-assessment and peer-to-peer marking in a secondary school² (4:25 minutes),

<http://www.schoolsworld.tv/node/3392>

Teacher moderation: Student teacher conferences – Upper elementary teacher provides descriptive feedback based on a rubric with one student, and asks another student for analysis of own writing (3:02

minutes), <http://www.youtube.com/watch?v=Pad1eAcsHho&list=UUkTf5EuPvT4ZTknb-Fck0yw&index=189>

Teacher tour of an elementary school formative assessment classroom (5:46 minutes),

<http://www.youtube.com/watch?v=leBuPKmXKIQ&list=UUkTf5EuPvT4ZTknb-Fck0yw>

¹ These videos are used in Module 4, Lesson 3.

² These videos are used in Module 4, Lesson 4.