Harts Bluff
LEARNING MODEL

Best Practice: Formative Feedback

Activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet needs. Students will analyze this feedback to inform their learning next steps.

Inside the Black Box Paul Black and Dylan Wiliam teach about the power of formative and summative assessment practices for feedback and student growth in "Inside the Black Box: Raising Standards Through Classroom Assessment" referencing their meta-analysis of assessment practices and drawing the conclusion that there is firm evidence that a focus on formative assessment and improving the quality of feedback between teacher and student has a direct and significant impact on student achievement. "Where anyone is trying to learn, feedback about their efforts has three elements—the desired goal, the evidence about their present position, and some understanding of a way to close the gap between the two (Sadler, 1989). All three must to a degree be understood by anyone before they can take action to improve their learning. "

Formative feedback is strongly connected to other instructional best practices and should be prioritized in goal setting. Facilitating formative assessments early and often gives opportunity for differentiation, adjustment of instruction, student ownership of learning and growth in autonomy, etc.

Guiding Questions:

- Have you created a standards-based rubric or scale for your unit that includes levels of thinking?
- Does your pre-assessment contain questions that will help you identify at what level students are working?
- Have you written/gathered formative assessments aligned to the levels of thinking on the rubric?
- Are the formative assessments varied in type?
- Do you use some formative assessments that mirror standardized test items?

- How might we leverage technology to design formatives that gather and organize data quickly?
- How might you give formative feedback on Future-Ready Skills?
- How will you track formative assessments?
- How will students track formative assessments?How will you give them their feedback, reflect on next steps?
- Do you have assessments listed or calendered to help learners manage their time?
- Do you have formative assessments scheduled before each summative on the same standard?
- How will you use your formative assessment results to adapt to learner needs?
- What/when might you take grades for formative assessments?