

Segment 3: Formative Assessment and Feedback

Activity 1: Looking to the Research

Program Guiding Question: How does feedback relate to and support formative assessment?

Step 1: As we watch the video on research around feedback, document the most compelling points you'd want that new teacher to be aware of.

Tim Xeriland (<http://www.youtube.com/watch?v=cvXS2x3UhQU>)

Notables for a new teacher:

Step 2: Individually, read through the research snippets on page 14-16. As you read, consider what information you find to be the compelling or persuasive.

Step 3: At your table, design a “bumper sticker” (a concise, compelling talking point) **or** an “elevator pitch” (brief – 30 seconds or less – overview) that someone could use to communicate the research to a given audience (i.e. student, new teacher, parents). Be prepared to share.

What does the research say about feedback?

Overall

- Formative assessment methods have some of the highest effect sizes found in education. (Black and Wiliam 1998)
- High quality feedback has more effect on the weakest learners. (Black and Wiliam 1998)
- Common (teacher) practice in formative assessment is not good practice. (Black and Wiliam 1998)

Quality

- Formative assessment supports learning by giving the student descriptive feedback about abilities, performances and products. (Chappuis and Chappuis 2007, 2008)
- Feedback is effective when students get specific feedback on the processes and strategies they used to complete a specific task. (Marzano 1988, 2001)
- Feedback only leads to learning gains when it includes guidance on how to improve. (Kluger and Denisi, 1996)

Student involvement

- Students can provide their own feedback only when there are specific written or verbal goals clearly attached to a lesson/task. (Marzano, 2012)
- Effects of feedback depend on the reaction of the recipient. Reaction is based not only on how feedback is given, but also on context and relationship. (Wiliam 2012)
- Effective feedback 1) focuses on the task rather than the ego 2) focuses on things that are within the recipient's control and 3) requires more work from the recipient than from the giver. (Wiliam 2012)

Praise and grading (eval)

- Empty praise, e.g. "well done", has very little impact on student learning. (Kluger and Denisi, 1996)
- When students receive both comments and grades, the first thing they look at are the grades.
- Feedback in the form of scores and grades can reduce student learning. (Butler 1988)

Timing

- When students get feedback that is not followed by an opportunity to demonstrate the same knowledge or skills, the feedback will fail. Feedback "so they know for next time" is a waste of time." (Zimmerman and Schunk, 2011)

What does the research say about feedback? (Page 2)

Psychological Effects of Judgmental and Informative Feedback

(Summarized from Geoff Petty, Evidence-Based Teaching 2006.)

Judgmental feedback "here is my measurement"	Informative feedback "these are the goals, this is what you do well, and this is how to get there"
Characteristics	
<ul style="list-style-type: none"> ▪ feedback compares students with each other ▪ encourages competition ▪ norm-referenced ▪ teacher gives grades, marks and comments that make conscious or unconscious comparisons with others 	<ul style="list-style-type: none"> ▪ clear assessment criteria and goals ▪ feedback consists of information about the extent to which they have been met ▪ describes what has been done well ▪ shows how to improve
Effect on self-esteem	
<ul style="list-style-type: none"> ▪ judgment creates a "blame culture" making students nervous and protective of their self-esteem ▪ students blame factors out of their control ▪ they avoid risks and challenges ▪ self-esteem and complacency of high achieving students rises <p style="text-align: center;"><i>disempowerment</i></p>	<ul style="list-style-type: none"> ▪ student feels accepted and that their efforts are being recognized and valued ▪ self-esteem and commitment tend to rise ▪ there is increased emotional involvement in tasks <p style="text-align: center;"><i>empowerment</i></p>
Consequent learning strategies	
<p style="text-align: center;">Maladaptive learning strategies: <i>Extrinsic motivation, teacher driven, surface learning</i></p> <ul style="list-style-type: none"> ▪ their eye is on the grade, not on understanding, learning or the task ▪ student memorizes, seeks short cuts, copies, etc. ▪ want the "trick to get the tick" ▪ right answer syndrome 	<p style="text-align: center;">Effective learning strategies: <i>Intrinsic motivation, value driven, deep learning</i></p> <ul style="list-style-type: none"> ▪ their eyes are on the goals, criteria, tasks and their "missions" ▪ high quality learning aimed at understanding and improvement prevails ▪ as esteem comes from effort, students are more likely to take risks and accept challenges

What does the research say about feedback? (Page 3)

Psychological Effects of Judgmental and Informative Feedback

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Judgmental feedback “here is my measurement”	Informative feedback “these are the goals, this is what you do well, and this is how to get there”
Students’ learning theory	
<p><i>Maladaptive and blaming learning theory</i></p> <ul style="list-style-type: none"> ▪ ability is key and it is inborn (it’s in the genes) ▪ mistakes are shameful ▪ effort shows you must be stupid ▪ extrinsic motivation: its only worth working if you get something out of it 	<p><i>Adaptive and blame free learning theory</i></p> <ul style="list-style-type: none"> ▪ ability is not inborn, it is learned from effort and practice which are in my control ▪ “it’s up to me” ▪ mistakes are useful, informative feedback ▪ intrinsic motivation: earning is an end in itself
Effect on low achievers	
<ul style="list-style-type: none"> ▪ reduced interest, effort, persistence, self-esteem, and self-belief and less emotional investment in learning ▪ in some cases, “learned helplessness” ▪ student withdraws and retires hurt, rejects teachers, college, etc. ▪ hostility towards learning ▪ learning is seen as something for others 	<ul style="list-style-type: none"> ▪ increased interest, effort, persistence, self-esteem, and self-belief ▪ in time, learned resourcefulness: “there must be a way around my difficulties and if I find it I will succeed” ▪ “learning depends on time, effort, corrected practice and using the right strategies” ▪ identification with the aims of the course ▪ learning is seen as an end it itself