Designing formative assessment and providing feedback

Implementing teaching, learning, and assessment

Transcript of video 5 of 9
This video is available from http://www.qcaa.qld.edu.au/31164.html

Designing formative assessment and providing feedback

Jackie Campbell
Senior Education Officer
Queensland Curriculum & Assessment Authority

Formative assessment is absolutely vital to a student’s development.

John Langer
Senior Education Officer
Queensland Curriculum & Assessment Authority

Formative assessment to me means that it provides opportunities for students to develop their understandings of the objectives.

Tony Hytch
State Review Panel Chair
English Extension

Through the identification of the objectives in the syllabus, we have an understanding of what we need to teach our students.

Brad Walmsley
Senior Education Officer
Queensland Curriculum & Assessment Authority

The relationship between Semester 1 and 2 is about building students’ understanding of the processes and skills required to actually engage within a design process.

Providing feedback

John Thomas
State Review Panel Chair
Study of Religion

We would have had a number of points where we’ve conferenced with students individually.

John Langer

Feedback can also be provided in terms of it being individual and specific to a student, and I might be able to do that through a conversation with them. It might also be in terms of verbal feedback to a class as a whole.

Tony Hytch

In our subject the student and the teacher work almost hand in hand in the final task in a collaborative manner to the point where the teacher is almost a participant in that process.
John Thomas

So they’ve got a research book, and all of their research I’ve encouraged them to put it all in the one place, so it’s very easy for me to bring a student up to the front, sit down, go through their journal.

**Designing summative assessment**

Jackie Campbell

The relationship between formative and summative assessment is that you are providing feedback to the student, so that feeds forward for the summative. So it’s the learning about how to do things so that when it comes to the summative they have already had that experience and they know how to go forward.

Brad Walmsley

Semesters 3 and 4 is about building on those concepts that have been founded in semesters 1 and 2 and that allows the teacher to design tasks that are more complex in nature, that require more independent student work, that allow the teacher to actually, in a sense, stand back slightly from the learning environment to provide students with a greater amount of responsibility for decisions that they make and a lot more ownership of their tasks.

Tony Hytch

By the time our final task comes around I do take a backward step as a teacher and the students are constructing a very individual response to a very individual idea that they have formulated. Often [in] that process students are telling me about some of the stuff they have learnt that I certainly may not be an expert in at that point. So my input is usually about processes, it’s about ideas and I have no input whatsoever into the end result or the level of achievement that the student will get.

Jackie Campbell

So identify what they have done well and acknowledge the good work that has been done, acknowledge the success criteria that have been met and then go and have a look and say where improvement can take place. It needs to be very specific and it needs to be written and the grade, again, is not terribly significant. Research has shown that students respond more to the actual feedback than to marks and so marks don’t bring about improvement, grades don’t bring about improvement — it is the specific, very explicit feedback you have given them, that will provide opportunity to them and greater success in the summative assessment.