



SPARTANS WILL.

Teaching for Impact:
Feedback and Formative
Assessment Practices for
Student Success

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Great Teaching and Learning

1. Clear, shared goals and success criteria
2. Providing multiple opportunities for deliberate practice
3. High quality feedback
4. Revision

What is Feedback?

- It is formative—focused on helping learners get better at a task or increasing their understanding.
- It is timely—it happens at a moment when it is possible to learn and change (e.g., revise).
- It is descriptive, goal referenced and goal directed.

Power of Revision

- Revision is our name for the “change” that is a function of all learning:
- Changes in thinking
- Changes in performance
- In writing, revision is the most important difference between poor and expert writers.
- To learn, one must revise.

Teaching Feedback & Revision

- Students can provide high-quality feedback - but feedback must be taught.
- Students can plan and execute high-quality revisions - but revision must be modeled and often explicitly taught.
- Students learn as much from providing feedback as receiving it.
- To do all this, both students and teachers must be able to see and act on formative assessment data.

No Magic: Can't Teach What You Can't See

1. A teacher can't teach what they can't see.
2. And if a teacher can't see feedback and student revision (thinking/planning), then they can't help students learn.
3. And if a student can't see and act on their feedback, then they can't learn.

Working with Formative Assessment Data

Feedback rich pedagogies



Working with formative assessment data (teachers and students)

Information-driven practices

1. Sweep across the class:
 - identify trends and patterns
 - debrief the review to discuss findings
2. “Lean out” so that students learn from one another:
 - introduce and discuss peer-nominated exemplars
3. “Lean in” to help individual students:
 - comment on visible student thinking
 - hold conferences or other direct intervention (“tapping on the shoulder”)

Sweeping

Trait	Jane Doe	Class Overall
Clear statement of argument	80%	57%
Evidence to support argument	20%	32%
Evidence appropriate for audience	10%	5%

Please ask yourself

- What kind of formative assessment information do I gather in my teaching?
- How do I work with formative assessment information in my teaching?
- What do I need to know and/or do to work better with formative information?