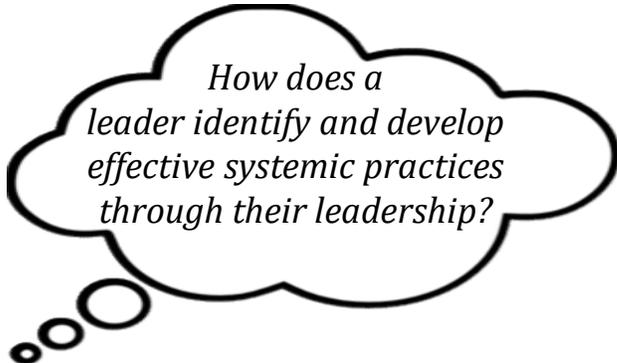


# Critical Question #3

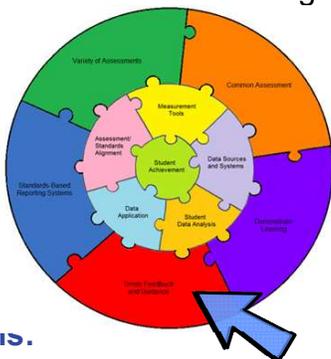
## How do we know students are learning (Reflect)?



### **Fundamental Practice 9. Students receive timely feedback and guidance regarding their performance on assessments (assessment as learning) in order to monitor their own progress and set future learning goals.**

While feedback is a powerful instructional strategy that supports learning, students are also engaged as learners when they know, understand, and act on their assessment results. Consequently, it is critical that students receive regular descriptive, non-evaluative feedback regarding their performance on assessments to support their ownership of those results, enhance their motivation, and allow them the opportunity to revise their work or performance to improve. This is described by Larry Ainsworth, (2010) as “assessment as learning.”

Feedback from assessments, particularly when specifically related to scales, rubrics, checklists, models, or exemplars, helps students understand their own levels of performance and progress towards mastery, set targets for what they should learn next, and identify strategies to effectively learn. Empirical studies supporting this powerful strategy began in the 1960s with the work of Madeline Hunter. According to Marzano (2001), feedback used in tandem with goal setting is more powerful than either one in isolation. Feedback to students is a strategy that has one of the highest effects on student learning (Black, et. al., 2003, Hattie, 2009, Willi



### **Guiding Questions:**

- What opportunities are provided to students to regularly review their assessment results?
- How can schools ensure assessment results are explained in student-friendly language?
- How are students using feedback from their assessments to understand their own performance and identify personal learning goals?

### **Reflections.**

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_



Did you know  
effective feedback causes  
student thinking and a focus on  
“what’s next”?

## Principles of Effective Feedback

Overall, the one conclusion of multiple research studies is that *feedback should cause thinking*. Effective feedback helps students focus on what comes next rather than on how well or poorly the student did on the work he or she already completed. Below are a few principles of effective feedback:

- Feedback should be more work for the recipient. An example feedback technique is to set aside time in class for “what’s next?” to allow students to improve upon their work. Students respond to specific feedback the teacher has provided about a specific portion of the assignment. In this scenario, everyone responds no matter how good or bad your work is.
- Feedback should be focused – less is often more. When teachers list everything wrong with a piece of work, students don’t know where to begin. Start by listing only one or two areas that need to be fixed and give very specific and scaffolded advice about how to go about improving those areas.
- Feedback should relate to the learning goals shared with students. If a teacher uses a scoring rubric, then feedback should only focus on these criteria.

(William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.)

### Setting Instructional Goals

- Narrow what students focus on
- Should not be too specific
- Students should be encouraged to personalize the teacher’s goals

### Classroom Practices in Goal Setting

- Facilitate specific but flexible goals
- Create contracts with students for the attainment of specific goals

Students who can identify what  
they are learning significantly  
outscore those who cannot.  
~ Robert Marzano

### Feedback should be . . .

- “Corrective” in nature
- Timely
- Specific to a criterion
- Effectively provided from students on their own

### Classroom Practices in Providing Feedback

- Specific to types of knowledge and skills
- Student led
- Criterion-referenced to provide students with specific levels of knowledge and skill

### Connect to Resources

For additional resources on providing timely feedback and guidance so students can monitor their own progress and set learning goals, visit the fundamental practice #9 section of the toolkit.

(Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.)

**Revisiting Standards and the Learning of Students: Improving the Work of ALL Adults Who Serve Them**