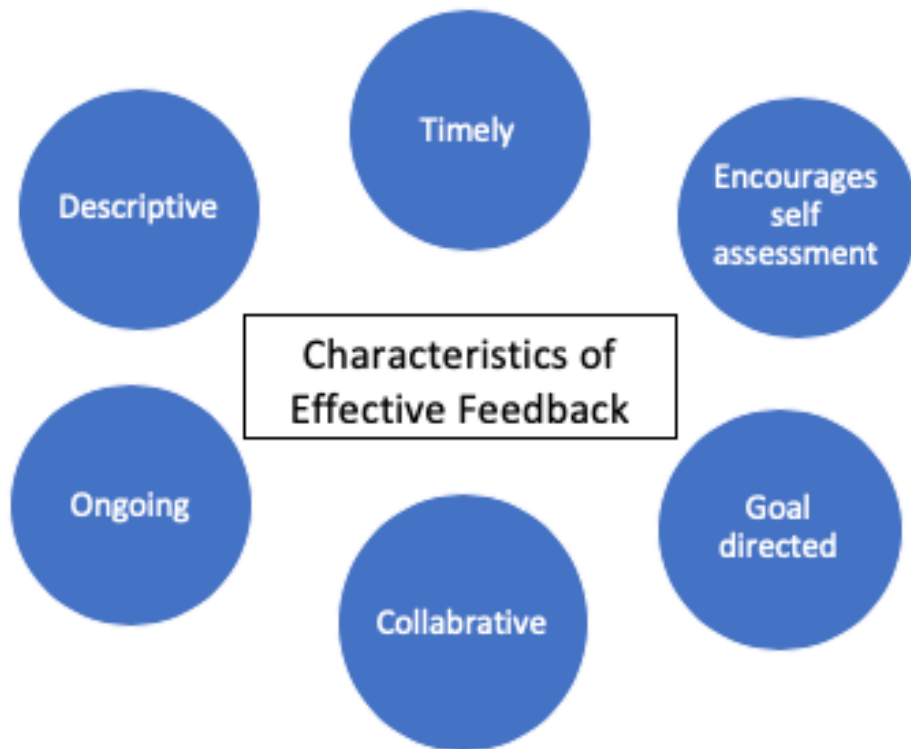


FEEDBACK

WHY GIVE FEEDBACK?

- identifies components of good performance
- encourages self-assessment and reflection
- facilitates dialogue about learning with and among students
- motivates a growth mind-set; enhances self-esteem
- provides opportunities to reach academic goals
- informs and shapes teachers' teaching



Formative Feedback

- formative assessments are typically not graded or low-stakes opportunities that measure students' knowledge, skills, and performance
- enables instructors to give immediate and constructive suggestions to improve student learning
- involves descriptive statements to:
 - identify the goal/objective
 - clarify students' position in relation to the goal (see continuum below)
 - describes what is needed to reach the goal
- feedback from students can be obtained during instruction, allowing instructors to identify student misunderstandings and help them find a better approach/fix mistakes/clarify their thinking
- feedback can be used to encourage students' self-reflection
 - students can be asked to utilize course criteria to evaluate their own or a peer's work, and to share what kinds of feedback they find most valuable
 - students can describe the qualities of their best work, either through writing or group discussion
- can reduce uncertainty about their performance and help correct misconceptions or inappropriate task strategies
- provides students with the tools to take control of their own learning, i.e., become self-regulated learners
 - higher motivation and more efficient task strategies
- formative feedback should not be one-sided; it should involve both the instructor and the student

Summative Feedback

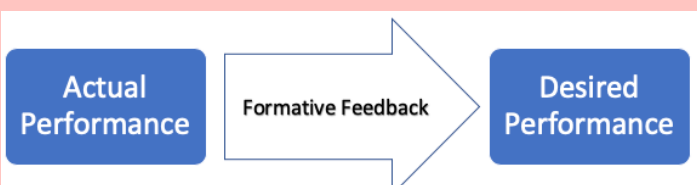
- summative assessments are usually graded and higher-stakes
 - should align with the goals and expected outcomes of the class and be identified in the course syllabus
- rubrics should be used to identify expected performance criteria for a range of grades
- assessments should include clear and effective questions while allowing students freedom to express their knowledge creatively and in ways that allow them to show how they digested, constructed, or mastered meaning of the topic
- assessments should provide an opportunity for students to consider the totality of a course's content, making broad connections, demonstrating synthesized skills, and exploring deeper concepts that reflect the course's ideas and content.
- for each assessment, parameters should be well defined (i.e., length, depth of response, due date, grading standards/rubrics)
 - the knowledge assessed should relate clearly to course objectives
- Consider asking students to complete the assessment rubric themselves when submitting their assignment as they should be able to share what they did well, where they could have done better, etc.

A short video which clearly describes formative and summative feedback can be found at:

https://www.youtube.com/watch?v=rJxFXjfb_B4&feature=youtu.be



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Resources

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Formative and Summative Assessments: Poorvu Center for Teaching and Learning, (n.d.). Retrieved July 06, 2020, from <https://poorvucenter.yale.edu/Formative-Summative-Assessments>
Chaplin, T. (n.d.). Communication. Retrieved July 06, 2020, from <https://www.mrc-academy.org/communication/latest-news/the-importance-of-feedback-after-summative-assessment>