

Transcript: 5.16 - Narrated Presentation: Feedback Loop

Slide 1: Title (no narration)

Slide 2: The three guiding questions that anchor teachers' formative assessment practices "Where am I going?" "Where am I now?" and "Where to next?" are exactly the same ones that students pay attention to in their learning.

Slide 3 and 4: A core goal of this course is that both teachers **and** their students develop new skills and knowledge so that they are able to answer these three questions during the course of teaching and learning.

Slide 5: Modules 2 through 4 outlined each of the guiding questions and provided knowledge and skills for teachers to use the Feedback Loop during classroom instruction. The learning in these modules focused on the teacher's role in formative assessment.

Slide 6 and 7: Module 5 focused on the students' engagement with the feedback loop so that they are better able to take responsibility for their own learning. As students are learning, they attend to all three primary questions in the Feedback Loop, beginning with "Where am I going in my learning?" – in other words what are my Learning Goals and Success Criteria. While they are involved in learning activities students monitor their own progress with respect to the learning goal and criteria so they can answer the question: "Where am I now?" And when they've answered that question, they are able to make some decisions about "Where to next?" – what do I need to do to move my own learning forward.

Slide 8: Formative assessment is as much about students as it is about teachers – they are equal stakeholders in the process. To be successful, self-directed learners, students have to learn to engage with each element of the Feedback loop just as much as their teachers do.

Slide 9 and 10: Actively involving the students in formative assessment is not an add-on at the end of a lesson, or something to fit in if there is time. It is integral throughout the entire process of teaching and learning.

Slide 11 and 12: And as we have emphasized, successful formative assessment takes place within a classroom culture characterized by trust, supportive learning relationships, and respect for each student. In this vein, we are reminded of what the eminent psychologist, Jerome Bruner observed: students do not just simply learn *about*, they also learn to *be*.

Slide 13: Through formative assessment students learn about but they also learn to be - they learn to be self-directed individuals, able to take responsibility for their learning and also that of their peers.