



MCHOES INTERNATIONAL

- EST. 2020 -

Paris, France, March 13, 2021

Thank you for participating in today's session on Formative Feedback!

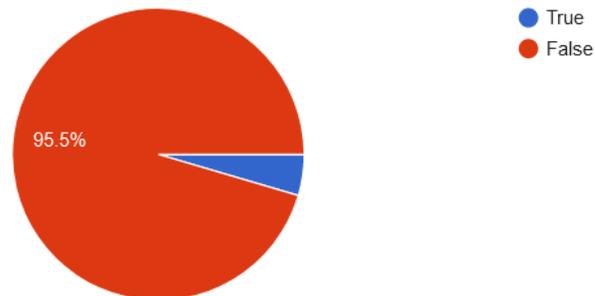
Having looked at the results of the quiz we took:

1.

True or False? According to the research, a student who gets an excellent number grade on a formative assessment will show even more effort on the summative assessment.



44 responses

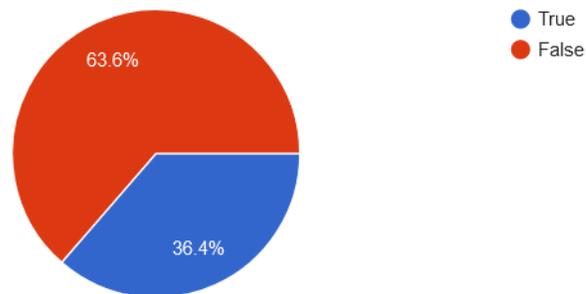


Here we can see that this diagnostic question told me how many people understood what I was trying to teach. There is a clear correct answer and I can assess who gave that correct answer.

2.

True or False? Teachers must give written feedback on all formative assessments

44 responses

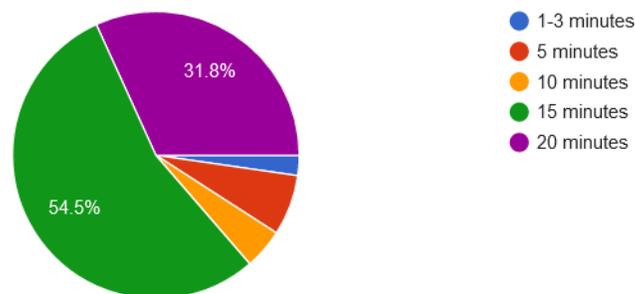


Here we can see that the binary T/F nature of the question is perhaps not best suited to measuring what I am trying to assess. Either many people misunderstood what I meant, or disagreed philosophically, but I cannot be sure. The data does not inform me clearly enough, and either I remove marks from some participants for getting the answer 'wrong' or I admit that my question should be designed better (and not be so 'tricky' in the language). This is why designing effective formative assessments takes more time! We have to actually care whether or not the students understand, not just judge them and move on.

3.

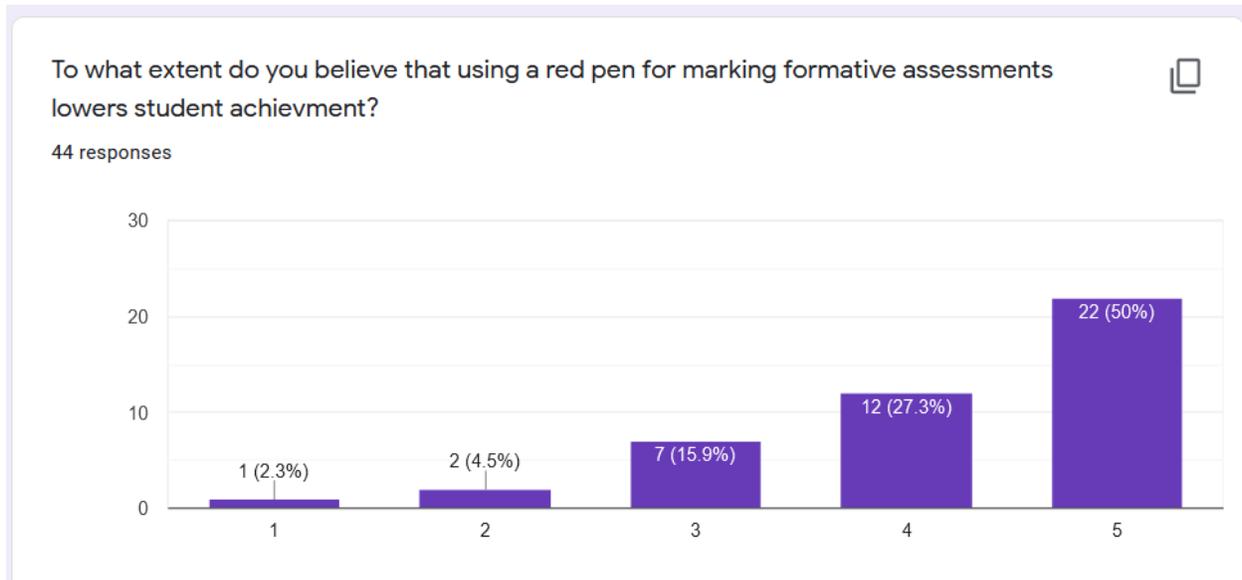
How much class time do you think is appropriate for effective formative feedback reflection?

44 responses



This question informs me quite clearly of the participants' opinion. Even though it is not a question with a right/wrong answer, I can use the data to inform my next steps as an instructor.

4.



This is interesting because it gives me a sense of how convincing my message is so far. However it's not particularly useful data as far as directing my next steps, unless my objective is to eradicate red pen usage...

5. What are some changes you plan to make to your formative assessment practice?

This is by far the most useful question because it's open-ended and shows me what the participants really think, what they've come away with, whether they met some of the objectives. It would be difficult to grade, though, and require a special rubric for me to pinpoint what makes one answer better than another. This would take time, and also more time to mark.

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