




# CONFIDENCE BUILDERS

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# Accuracy & Accessibility

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## Clear Learning Targets

*Identify the underpinnings as well!*

- KNOWLEDGE**
  - Facts and/or procedural.
- REASONING**
  - Compare, analyze, classify, synthesize.
- SKILL**
  - Must be seen/heard to be assessed.
- PRODUCTS**
  - Use knowledge, reasoning, and skills to produce something.
- DISPOSITION**
  - Student attitudes about school and learning.

Pearson Assessment Training Institute

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## Evidence through Questions

- A/B Partners OR WHOLE CLASS.
- Ask a question for immediate response to “assess” levels of understanding.
- Use a variety of tools: whiteboards, responders, cards, etc.
  - ALL CORRECT - Move on
  - NOT CORRECT = Reteach in a different way.
  - COMBINATION = More questions and/or discussion

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## Exemplars

- Identifies clear learning targets & curricular standards through **exemplars** from previous years. (omit names)
- Exemplars should represent **various levels** of quality.
- Provide the **RUBRIC** or **CO-CONSTRUCTED CRITERIA**.
- Have the students arrange them in **order of quality**.
- Also, have them identify areas of **strength** and **weakness** in each exemplar.

"Feedback is not always or even usually successful. Kluger & De Nisi's (1996) meta-analysis cautions that in one third of studies feedback worsens performance...In one third of comparisons there is no difference in outcomes with or without feedback. **Only in one-third of studies...did feedback consistently improve performance.**"

-Lorrie A. Shepard (2008), pp. 284-285  
The Future of Assessment: Shaping Teaching and Learning (C. Dyer)

## 5 Characteristics of Effective Feedback

(JAN CHAPPUIS, SEVEN STRATEGIES OF ASSESSMENT FOR LEARNING, P. 97)

- (1) Directs attention to the intended learning, pointing out **strengths** and offering specific information to **guide improvement**.
- (2) Occurs **during the learning**, while there is still time to act.
- (3) Addresses **partial understanding**.
- (4) Does **not do the thinking** for the student.
- (5) **Limits corrective information** to the amount of advice the student can act upon.

Feedback is effective to the degree to which it directs information **to enhanced self-efficacy and to more effective self-regulation**, such that attention is directed back to the task and causes students to invest more effort or commitment to the task.

Kluger & DeNisi (1996)

### 3 Non-Negotiable aspects for Effective Feedback

#### MANAGEABLE

The feedback we provide to students must be of a manageable volume so as not to overwhelm them.

#### ATTAINABLE

The feedback we provide our students should be seen (by them) as something they can address.

#### TIME to ACT

Any feedback that we provide that students can't act upon is, in essence, useless feedback.

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### Effective Feedback

Find it - Fix it

$$4(x + 2) = 3(x - 4)$$

$$4x + 8 = 3x - 12$$

$$4x - 3x = -12 + 8$$

$$x = -4$$

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## Meaningful Ownership

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### Student Ownership

- The person doing the assessing does the learning.
- Ownership...
  - BEFORE: Understanding the learning goals.
  - DURING: Recognize own skill level in relation...
  - AFTER: Responsibility for reaching the goals.
- Reflecting & Thinking about their own learning.
  - "Metacognition"
- Tools for interaction and ownership.
  - RED - YELLOW - GREEN

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# What's Important?

(D. Royce Sadler, "Formative Assessment and the Design of Instructional Systems", *Instructional Science*, 18:89-114)

*" A key premise is that for students to be able to improve, they must develop the **capacity to monitor** the quality of their own work during actual production."*

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# What's Important?

(D. Royce Sadler, "Formative Assessment and the Design of Instructional Systems", *Instructional Science*, 18:89-114)

This requires that students possess...

1. An appreciation of what **HIGH QUALITY** work is,
2. The evaluative skill necessary for them to **COMPARE** the quality of what they are producing in relation to the higher standard,
3. A store of **TACTICS** or **MOVES** which can be drawn upon to modify their own work.

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# Accurate Grades



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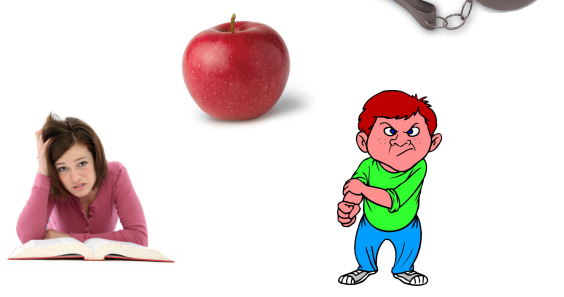
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## SOME ISSUES WITH "TRADITIONAL" GRADING

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*Giving students a second chance is soft*

**GRADING MISRULES**

*Students who were unsuccessful didn't try*

*Academic rigour means setting unreasonable expectations*

*The punishment paradigm produces the academic epiphany.*

*We can distinguish between 101 levels of performance*

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**CENTRAL TENDENCY**

**MEAN**

- (+) Most accurate average
- (-) Outliers have a significant impact

**MEDIAN**

- (+) Neutralizes the impact of Outliers
- (-) Gaps between scores can be irregular

**MODE**

- (+) Easy to see most frequent score
- (-) Least reliable as score...far from middle average.

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