



The Case FOR Feedback

Meaningful Assessment and Reporting in NVSD IB PYP Schools



Central Idea:

Assessment through
meaningful feedback
empowers student learning.



Lines of Inquiry

An inquiry into...

- Our **rationale** for moving to meaningful feedback
- Assessment and evaluation **practices**
- **Communication** of student learning



Rationale

From Degrading to De-Grading by Alfie Kohn (year)

1. Grades tend to reduce students' interest in the learning itself.

The more people are rewarded for doing something, the more they tend to lose interest in whatever they had to do to get the reward.

(Kohn, 1993)



Rationale

From Degrading to De-Grading by Alfie Kohn (year)

2. Grades tend to reduce students' preference for challenging tasks.

Students of all ages who have been led to concentrate on getting a good grade are likely to pick the easiest possible assignment if given a choice.

(Harter, 1978; Harter and Guzman, 1986; Kage, 1991; Milton et al., 1986)



Rationale

From Degrading to De-Grading by Alfie Kohn (year)

3. Grades tend to reduce the quality of students' thinking.

- Qualitative feedback facilitates creativity
- Creative thinking diminishes if students know they'll be graded
- Highest achievement occurs only when comments are given instead of numerical scores

(Butler, 1987; Butler, 1988; Butler and Nisan, 1986).



Rationale

- The prime objective of assessment in the PYP is to provide feedback on the learning process
- Assessment is integral to all teaching and learning



Rationale

- Our goal is to thoughtfully and effectively **guide** our PYP students through the five essential elements of learning



Practices

“What did I get?” or “How did I do?” must give way to statements like “I met the first three criteria on the rubric; I still think I need to work on the organization of my ideas.”

(Cooper, 2011, p.88)

Formative assessment is the vehicle for change.



Practices

Feedback to inform learning is the best way to advance learning. It provides students a recipe for future action.

“Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance.”

(William, 2011, p.120)



Practices

- Consistent language for K – 7 students
- Criterion-referenced assessment
- Assessment tools including rubrics



Practices

| Rubric Sections | Levels (adapted from Marzano) | | | |
|---|---|--|---|---|
| | Beginning | Developing | Practicing | Extending |
| Snapshot (adapted from Marzano 2010) | Student demonstrates limited competence with simple content with respect to the targeted learning goals. | Student demonstrates partial competence with simple content with respect to the targeted learning goals. | Student independently demonstrates full competence with more complex content with respect to the targeted learning goals. | Student independently demonstrates exceptional competence synthesizing sophisticated content with respect to the targeted learning goals. |
| | Student is beginning to apply some basic knowledge, understandings and skills in situations that are the same as those modeled and practiced. | Student applies knowledge, understandings and skills in situations similar to those previously modeled and practiced | Student applies knowledge, understandings and skills to new situations not already modeled and practiced. | Student applies knowledge, understandings and skills to new situations not already modeled and practiced in a nuanced and reflective way. |

| | | | | | |
|--------------------|--------------------------------|---|---|---|---|
| Know Understand Do | Knowledge/ Understanding | • | • | • | • |
| | Applying and Performing | • | • | • | • |
| Competencies | Using Language | | • | • | • |
| | Inquiring and Investigating | • | • | • | • |
| | Collaborating | • | • | • | • |
| | Presenting | | • | • | • |



Communication

The purpose of communication about learning is to:

- Move learning along a continuum
- Encourage metacognitive reflection
- Promote growth mindset for life-long learning
- Develop self-efficacy
- Increase ownership of, “buy-in”, and student empowerment as learners



Communication

- Report cards this school year

| | | |
|--|------------------|------------------|
| Social Studies | Term Mark | ✓ Select a Level |
| • Can apply prior and learned knowledge in new situations | | Beginning |
| • Demonstrates understanding of the history of local communities | | Developing |
| | | Practicing |
| | | Extending |
| Fine Arts | Term Mark | Select a Level |



Communication

- Supporting your child's learning at home
 - Daily conversations about learning
 - Being an inquiry partner for your child
 - Modeling being a learner yourself
 - Communication with classroom teachers



Thank you very much for
coming this evening!

