

CONSIDERING THE FEEDBACK LOOP IN FORMATIVE ASSESSMENT LESSONS

Before teachers can find out where students are in their learning during a lesson, before they can give feedback to students, and before engaging students in self-assessment and peer feedback, they need to plan for formative assessment in their lessons.

Good upfront planning will make the process go more smoothly and lead to better opportunities for both teachers and students to use evidence to move learning forward. While at first formative assessment planning may seem overwhelming, the more teachers plan the easier it becomes so that ultimately it is second nature to think about how to embed formative assessment in their lessons. Engaging in this kind of planning means that formative assessment becomes part of the ongoing flow of activity and interactions in the classroom.

