

13th Annual

# Thinking & Learning Conference

**TOM HIERCK**

Saturday 21 May

**Formative Assessment Descriptive  
Feedback**

Session 1

**MELBOURNE**

# TOM HIERCK

Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy. Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and knows which strategies will best serve learning communities. Tom has presented to schools across North America and internationally, imparting a message of celebration for educators seeking to make a difference in the lives of students.



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# Feedback



My personal definition of feedback is:

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Our consensus definition of feedback is:

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## Marks or Comments

My prediction:

Marks/grades only \_\_\_\_\_

Comments only \_\_\_\_\_

Marks/grades and comments \_\_\_\_\_

## Effective Feedback

During the assessment process, I use feedback to:

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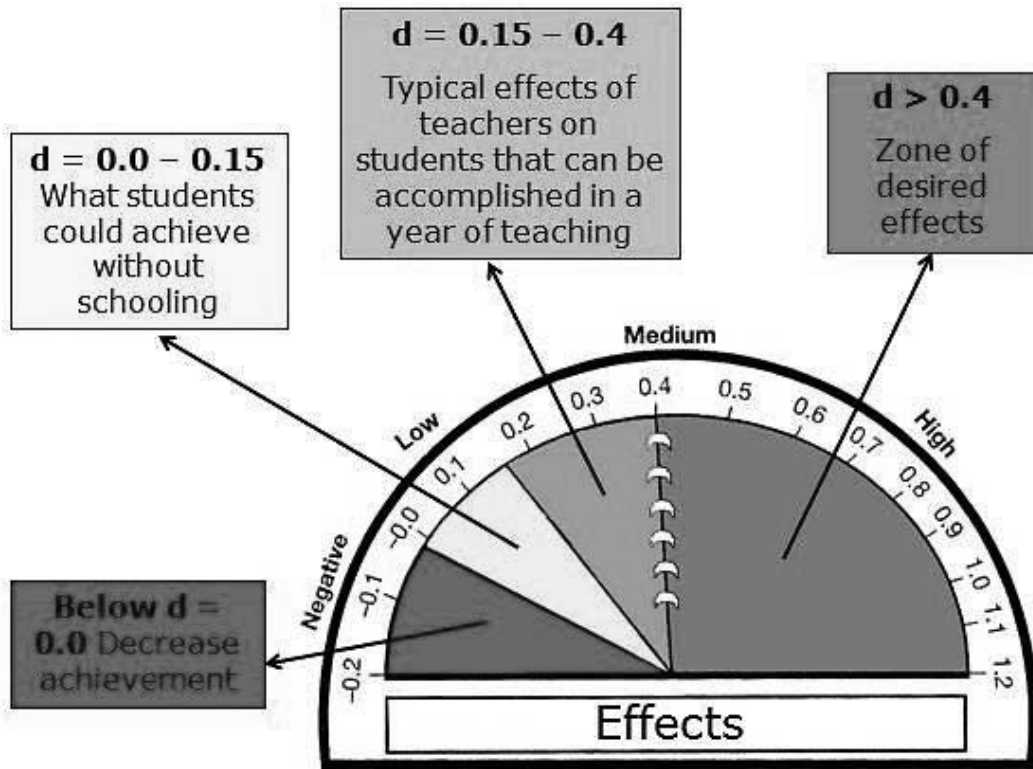
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## Barometers of Influence



(Hattie, *Visible Learning*, 2009)

List practices that have a positive effect:

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Using the percentages given, match the percentile gain with each of the strategies listed below:

## High Effect Size Strategies

19%    34%    14%    15%    25%    20%    17%

High Effect Strategies	Typical Percentile Gains
Summarizing	
Homework	
Practice Effort & Recognition	
Tracking Student Progress Using Scoring Scales	
Nonlinguistic Representations Note Taking Student Discussion/Chunking	
Setting Goals/Objectives	
Identifying Similarities & Differences Building Vocabulary Interactive Games	

Marzano, R. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

### Teacher Toolbox Strategies

#### 3-2-1 summary:

- What are three ideas that have captured your attention from today's class?
- What are two questions that you are still thinking about related to these topics?
- What is one thing that you will remember long after this class is over?

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**Four key questions:**

- What are you trying to achieve?
- What strategies are you using?
- How well are the strategies working?
- What else could you do?

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**Learning journals and diaries:**

- This week, I was learning:
- Next week, I am going to focus on:
- I would like help with:
- This is what I still do not know:
- My self-assessment of how well I learned this week is:

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**Planning think sheet for writing:**

- **Who:** Who is my audience?
- **Why:** Why am I writing this?
- **What:** What is the purpose for this?
- **How:** How can I organize my ideas?

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**Group work evaluation:**

- Give an example of something the others in the group have learned from you.
- Give a suggestion of a change the group could make that would improve everyone's learning.

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**Reflective questions:**

- What is the most useful or interesting thing you learned during this lesson?
- What questions do you have about today's lessons that you would like answered before we move on?
- What feedback did you get about your learning today?

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**How Do We Prepare? What Are the Next Steps?**

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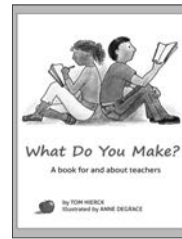




# RELATED RESOURCES

## Available from Hawker Brownlow Education

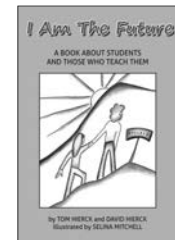
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	BKD4662	Starting a Movement: Building Culture From the Inside Out in Professional Learning Communities	\$41.95
	BKD3338	Strategies for Mathematics Instruction and Intervention, 6–8	\$42.95
	BKD4891	Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma	\$42.95
	HB5152	What Do You Make? A Book For and About Teachers	\$9.95
	HB5001	What Do You Make? A Book For and About Teachers (Set of 5)	\$39.95
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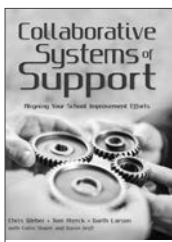
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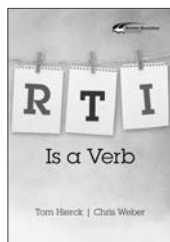
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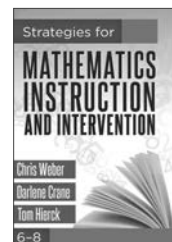
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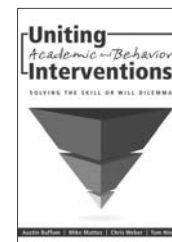
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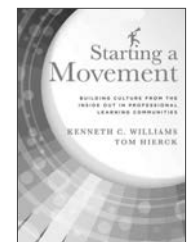
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