

Formative Feedback Looks Like ... How is formative feedback different from summative?	Summative Feedback Looks Like ... What's important about Summative feedback or how would you use it differently?
It's supposed to help me by...	It's supposed to help me by..
When I'm waiting for it, or when I get it back withwork, it feels like...	Does waiting for Summative Feedback feel different? Or how would it feel different to wait for?

Some people think they're only able to do what they can already do (well). They don't think you can grow or improve skills in some areas. But see if you can make a list of things you weren't good at at first and then learned and became better at.

I wasn't good at...	But then I tried/practiced and....
<p>So now when I encounter things I'm unsure of or struggle with, I can remember that...</p>	

<p>How are you growing in ELA Skills? Writing/Reading/Speaking/Listening/Representing/Viewing</p>
<p>Attitude about ELA as a subject and this class and the work you do?</p>
<p>Your resiliency to handle challenges? Are you getting better at handling the things that are difficult for you?</p>

Without Summative Assessments, the work you're doing is low-risk, meaning there's little consequence for trying something new or challenging and possibly failing at it.

Many schools or classes are trying to “go gradeless”.

The screenshot shows a Twitter thread with the following content:

- Kelly Grotrian** (@MsGrotrian) · 16 Jun 2016: ".@mssackstein finally had a chance to sit/lay down and start #hackingassessment and I'm sold! Having a mtg about this tmrw.. #gogradeless" (2 likes, 1 retweet)
- Joy Kirr and 1 other follow**
- Abraham Angel** (@mrangelteaches) · Mar 15: "Grades misrepresent what students know and can do because they oversimplify student achievement." #ttag #hackingassessment #gogradeless" (1 like)
- Abraham Angel** (@mrangelteaches) · 24h: "Letter grades and numbered scores impede progress and stifle potential 🙄" #ttag #hackingassessment #gogradeless #growthmindset" (3 likes)
- Mike Saracini** (@MikeSaracini) · 16 Apr 2016: "@mrsforest Great to see you are at Healthy Grading Practices at #edcampchicago Tons of great info. #GoGradeless" (3 likes)
- Amy Lamberti and 2 others follow**
- Julie Adelman** (@jadelman75) · Jan 12: "I did this too, but the parents/kids often only look at the corresponding percentage. #langchat #GoGradeless" (1 like)
- Catherine Ousselin** (@CatherineKU72): "#langchat A3 Changed grade book to code (w/# behind it) that explains performance level (ownership, proficient) to communicate skills, not #"

Going Gradeless: Student Self-Assessment in PBL | Edutopia
<https://www.edutopia.org/blog/going-gradeless-student-self-assessment-matt-weyers>
 Mar 29, 2016 - I like reading professional material. I would posit that most teachers do. Professional reading (OK, all reading, really) allows our thoughts to ...

10 Ways to Go Gradeless and 8 Teacher Takeaways - Brilliant or Insane
www.brilliant-insane.com/.../10-ways-to-go-gradeless-and-8-teacher-takeaways.html
 Ways to Change Assessment and Go Gradeless. By Melissa Pilakowski. Starr Sackstein's Hacking Assessment not only revolutionizes education, but it gives ...

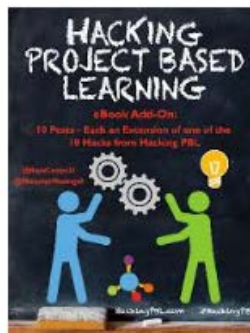
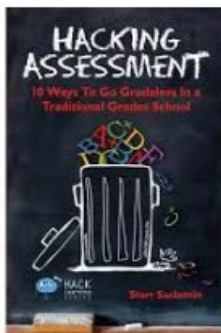
What I Learned from a Year of Going Gradeless – Mr. Dr. Science ...
<https://mrdscienceteacher.wordpress.com/.../what-i-learned-from-a-year-of-going-gra...>
 Jun 22, 2016 - Our approach was somewhat rooted in standards-based grading (we called them Learning Targets) with lots of teacher and student feedback ...

Hacking Assessment: 10 Ways to Go Gradeless in a ... - Amazon.ca
<https://www.amazon.ca/Hacking-Assessment-Gradeless-Traditional.../B019AJPLVE>
 Hacking Assessment: 10 Ways to Go Gradeless in a Traditional Grades School (Hack ... Teachers around the world are going gradeless, and you can too.

Hacking Assessment: 10 Ways to Go Gradeless in a ... - Hack Learning
hacklearning.org/hacking-assessment-10-ways-to-go-gradeless-in-a-traditional-grades...
 Hacking Assessment: 10 Ways to Go Gradeless in a Traditional Grades World ... ways that any teacher can go gradeless—even in a traditional grades school.

Hacking Assessment: 10 Ways to Go Gradeless in a ... - Amazon.com
<https://www.amazon.com/Hacking-Assessment-Gradeless-Traditional.../0986104914>
 Buy Hacking Assessment: 10 Ways to Go Gradeless in a Traditional Grades School (Hack ... Teachers around the world are going gradeless, and you can too

Going Gradeless | The Paper Graders
thepapergraders.org/?p=1049



- So if there are fewer downfalls to trying new things without the consequence of a lasting grade, would you say you're taking risks more often or in different ways than you remember last year in ELA? Explain.
- In the last several months, identify ways you've stretched your ELA abilities, meaning you've improved your skills in just a few ways?
- What goes through your mind when you have an option of challenges – a) easy way/low risk or b) challenging way/higher risk of failing at it? And what makes you choose one or the other?

Gradeless Classes

- **(Middle Years)** focus on **formative feedback** to help you set personal goals and test abilities.
Formative feedback:
 - Needs to be regular, not just at the end of a learning task
 - Focuses on the learning process
 - Helps students maintain their focus
 - Helps to give direction and assistance on a task
 - Should be reflective, to help students reflect on their own choices, ability and growth
 - Must be honest, supportive, and encouraging
 - Needs to be linked to the purpose of the task (focused on the learning)
 - Should result in enabling – helping students see what they're capable of; that they can learn from the trial and feedback.
- **Research Findings: Formative Assessment: Bridging the Research-Practice Divide (July 2010)**
 - Research proves use of formative assessment can double the speed of learning development
 - Formative assessment helps low achieving students the most
 - The most distressing find of the research was the perception of students that Grades were all that was important to students
- **High School Classes/Grades:**
You'll still receive the Formative Feedback "during the learning", but also receive a Summative Assessment – a final mark on the product – at the end.
How do you think it will feel, soon, when you start High School classes where Summative marks will begin for you? Will you approach your work differently?

Reviewing Summative Feedback of your course work:

I've kept much of your "end of the learning" feedback and focused on giving more "during the learning" feedback. **The goal was for you to focus more on the process of the work you were doing than worry about the result or mark for that work.** I hoped you would feel more willing to try new things without worrying about whether you'd get a high level mark or possibly lose a guaranteed level 5.

You're going to look back through that summative feedback and **make some observations of your growth** in some things you used to struggle with and identify some areas you hope to still grow more in yet.

Things I notice in my work from the feedback:

Things I'd like to improve or try differently going forward:

Using Feedback Forward: This feedback should help you to do better in future work.

Set one **Short Term Goal** – easy to accomplish in the near future in ELA:

Set one **Long Term Goal** – you'll try to grow in this for a long while in ELA into High School: