

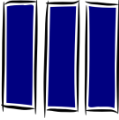
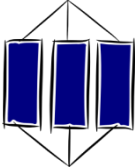
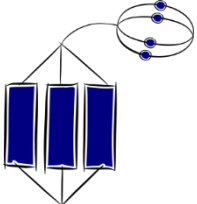


<b>Purposeful Assessment: Feedback</b>					
<p><b>Feedback</b></p> <p><i>BES # 8. Pedagogy scaffolds and provides appropriate feedback on students' task engagement. Alton-Lee 2003 BES</i></p> <p><i>Tasks and classroom interactions provide scaffolds to facilitate student learning (the teacher provides whatever assistance diverse students need to enable them to engage in learning activities productively, for example, teacher use of prompts, questions, and appropriate resources including social resources).</i></p> <p><i>Students receive effective, specific, appropriately frequent, positive and responsive feedback. Feedback must be neither too infrequent so that a</i></p>	<p>I know that explicit feedback provides scaffolds to facilitate student learning but I am not confident I know how to provide feedback in terms of my classroom practice.</p>	<p>I provide feedback to provide scaffolds to facilitate student learning.</p>	<p>I provide specific, appropriate, frequent, positive and responsive feedback to provide scaffolds to facilitate student learning.</p>	<p>I provide specific, appropriate, frequent, positive and responsive feedback and feedforward to provide scaffolds to facilitate student learning. In response my students provide specific, appropriate, frequent, positive and responsive feedback on their learning for me. We both use SOLO Taxonomy as a common language of learning process and learning outcomes.</p>	<p>I provide specific, appropriate, frequent, positive and responsive feedback to provide scaffolds to facilitate student learning. In response my students provide specific, appropriate, frequent, positive and responsive feedback on their learning for me. We both use SOLO Taxonomy as a common language of learning process and learning outcomes.</p> <p>I use student learning outcomes and seek student feedback to improve the clarity and effectiveness of the feedback conversations in my classroom practice.</p>

<p><i>student does not receive appropriate feedback nor too frequent so that the learning process is subverted.</i></p> <p>BES # 10. Teachers and students engage constructively in goal-oriented assessment. .Alton-Lee 2003 BES</p>					
Example					
Effective strategy					