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**Observing feedback in placed based research settings: On the role of observation protocols and evaluation tools to support evidence-based study**

Research on teachers and teaching has shown that formative assessment, also known as assessment for learning can improve student learning more than most instructional interventions and practices. Empirical evidence from studies of studies (Hattie & Timperley, 2007; Hattie, 2012; Hattie & Clarke, 2019) demonstrates that well-implemented formative assessment practices that focus on use of non-graded feedback shift students' learning outcomes.

In this workshop, we will explore the extent to which progress variables can aid in the design of observation protocols and evaluation tools to better capture formative feedback exchanges in place-based research settings. Employing a new research design framework (Duckor & Holmberg, 2023), we highlight a multi-dimensional approach to documenting feedback-as-usage in the classroom. By examining how to model variations in the "Directionalities," "Configurations," and "Modalities" of place-based feedback, we foreground the need for observation protocols and evaluation tools that provide theory-based, construct relevant measures embedded in ambitious research designs.

Each of the DCM constructs presented in the workshop are interconnected but are treated as analytically distinct for purposes of theory-building in a measurement context. We will explore together ways to define, operationalize, and model feedback-as-usage variables from a Constructing Measures (Wilson, 2005) perspective while testing the limits of this conceptual frame.