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Building classroom assessment tools for feedback rich practice: On the role of rubrics, scoring guides and progress guides to aid judgments

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 three tools can aid in making more valid and reliable judgments in classroom assessment practice. Employing a new feedback framework (Duckor & Holmberg, 2023), we highlight with case study examples the affordances and constraints with the use of *analytic rubrics*, *scoring guides*, and *progress guides*. Progress guides, in particular, show promise for increasing student's ownership, sense of efficacy, and persistence with tasks because these guides encourage students to persist in learning by connecting where they are now with what's next in a feedback cycle (Duckor & Holmberg, 2024).

We will further explore together ways to define, link, and align classroom evaluation tools within a formative feedback framework that emphasizes cycles and processes of continuous improvement.