

Feedback in the context of high-stakes assessment

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FEEDBACK IN THE CONTEXT OF HIGH STAKES ASSESSMENTS
CAN SUMMATIVE BE FORMATIVE?

Christopher Harrison

20 September 2017

1. Feedback after summative assessments is easier to give than receive.
(This dissertation)
2. The summative assessment culture is a dominant and negative influence on the use of feedback. (This dissertation)
3. Students should be enabled to have greater control over assessment and feedback processes. (This dissertation)
4. To support receptivity to feedback, assessment should be as authentic as possible. (This dissertation)
5. In assessment, we build too many walls and not enough bridges.
6. There are none so deaf as those who do not want to listen to feedback.
(after Matthew Henry on Psalm 58)
7. Feedback should be given in such a way that the strong may have ideals to inspire them and the weak may not be frightened away by excessive demands
(adapted from Chapter 64, Rule of St Benedict of Nursia)
8. You really only know when you know little. Doubt grows with knowledge.
(Johann Wolfgang von Goethe)
9. The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it. (Buonarroti Michelangelo)
10. It is better to stay silent and be thought a fool than to open your mouth and remove all doubt. (aphorism of uncertain provenance)
11. Life is a series of formative assessments, ending with a summative assessment.