# Planning formative assessment tasks

**Author(s): Claire Ellison**

## Description:

For formative assessment tasks to be effective, students need sufficient time to act on feedback they receive. It is therefore important for tasks are interwoven into module design so that students can act upon their current levels of understanding as the module progresses.

This tool aims to help staff plan how they will integrate formative assessment tasks into their modules and asks them to reflect on the following questions:

* When will students complete the work?
* When will students submit what they have done?
* When will students receive feedback?
* When will students action their feedback?

## Instructions for use:

The tool contains five key questions that should be answered so that you have enough information to complete a time-plan of your formative tasks. Once you have answered the questions, you will be able to complete the “work, submit, feedback, action” timeline, thinking specifically when students will be doing any one of those activities. For example, by thinking about how long each task will take to complete you will be able to assign a period of time for students to work on and then submit the tasks. You may find that you will need to re-evaluate some of the answers you gave to the questions to enable all aspects of the task to fit within a module timeframe. The template also asks you to consider who will be providing feedback (self/peer/staff) so that you can consider the workloads and competing priorities of whoever will be expected to provide feedback.

This template is based on standard 12-week module, but weeks can be added or removed as required.



© 2024 by the University of Liverpool, Centre for Innovation in Education.  
Planning formative assessment tasks by Claire Ellison is made available under a [Creative Commons Attribution-NonCommercial 4.0 International License](http://creativecommons.org/licenses/by-nc/4.0/).

# Formative assessment planning tool

The following table can be used to help plan when students will complete formative assessment tasks. These timelines could be shared with students so that they can plan their studies effectively. An example of a completed table is given on the next page.

|  |  |
| --- | --- |
| **Module:** |  |
| **Formative assessment task:** |  |
| **How do these tasks help students meet the learning outcomes of the module?** |  |
| **Who is providing feedback (peer/self/staff)?** |  |
| **How long will it take to complete the task(s)?** |  |
| **How long will it take to provide feedback (considering time for feedback generation and then distributing to students)?** |  |
| **How long will students need to action their feedback?** |  |

The “work, submit, feedback, action” timeline

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| Work |  |  |  |  |  |  |  |  |  |  |  |  |
| Submit |  |  |  |  |  |  |  |  |  |  |  |  |
| Feedback generation |  |  |  |  |  |  |  |  |  |  |  |  |
| Feedback distribution |  |  |  |  |  |  |  |  |  |  |  |  |
| Action |  |  |  |  |  |  |  |  |  |  |  |  |

## Example of a completed formative assessment plan

This example is based on a multi-component assessment that builds into a summative submission at the end of the module. However, other formative tasks may not need this and instead students would be given time to action what they have learnt on summative tasks through a separative summative exercise.

|  |  |
| --- | --- |
| **Module:** | Education Design - XXX324 |
| **Formative assessment task:** | Project reports: Students will generate a report after each of the 4 computer classes on the course detailing their progress for that week. Activities will include data generation, reporting and analysis. |
| **How do these tasks help students meet the learning outcomes of the module?** | Each computer class is based on specific skills that are linked to the learning outcomes of the module. At the end of the module students will bring all of their reports together into a single project report that will include a reflective piece on how they have used their feedback throughout the module to improve their work. |
| **Who is providing feedback (peer/self/staff)?** | Peers |
| **How long will it take to complete the task(s)?** | Students will complete tasks in dedicated timetabled computer classes and be given 48 hours after the class to finish the write up. |
| **How long will it take to provide feedback (considering time for feedback generation and then distributing to students)?** | Students will be given 1 week to provide peer feedback and then this will be distributed the following week through the VLE. |
| **How long will students need to action their feedback?** | Students will action their feedback before the final submission in week 12. |

The “work, submit, feedback, action” timeline

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| Work |  | Week 2 class |  | Week 4 class |  | Week 6 class |  | Week 8 class |  |  |  |  |
| Submit |  | Week 2 assignment |  | Week 4 assignment |  | Week 6 assignment |  | Week 8 assignment |  |  |  | Final submission |
| Feedback generation |  |  | Week 2 feedback |  | Week 4 feedback |  | Week 6 feedback |  | Week 8 feedback |  |  |  |
| Feedback distribution |  |  |  | Week 2 feedback |  | Week 4 feedback |  | Week 6 feedback |  | Week 8 feedback |  |  |
| Action |  |  |  |  |  |  |  |  |  |  | Action all feedback |  |