

Performance assessment

Relying on facts

Dominique: Diane, how is it going with your student? I believe she's been with you for two weeks now?

Diane: Oh, it's going quite well. She's a good student. But she seems to find it hard to accept feedback.

Dominique: Really? Give me an example.

Diane: Well, the other day, I told her that her progress notes were too long. Imagine, she almost wrote an essay.

Dominique: Listen Diane, I'm just back from a training session on performance assessment. They suggested that we add a concrete example to the feedback we give.

Diane: A concrete example... Notes are too long, that is concrete!

Dominique: Well, not really... What does too long mean? That she includes too many details or that she leaves spaces between blocks of information?

Diane: Oh yes, okay.