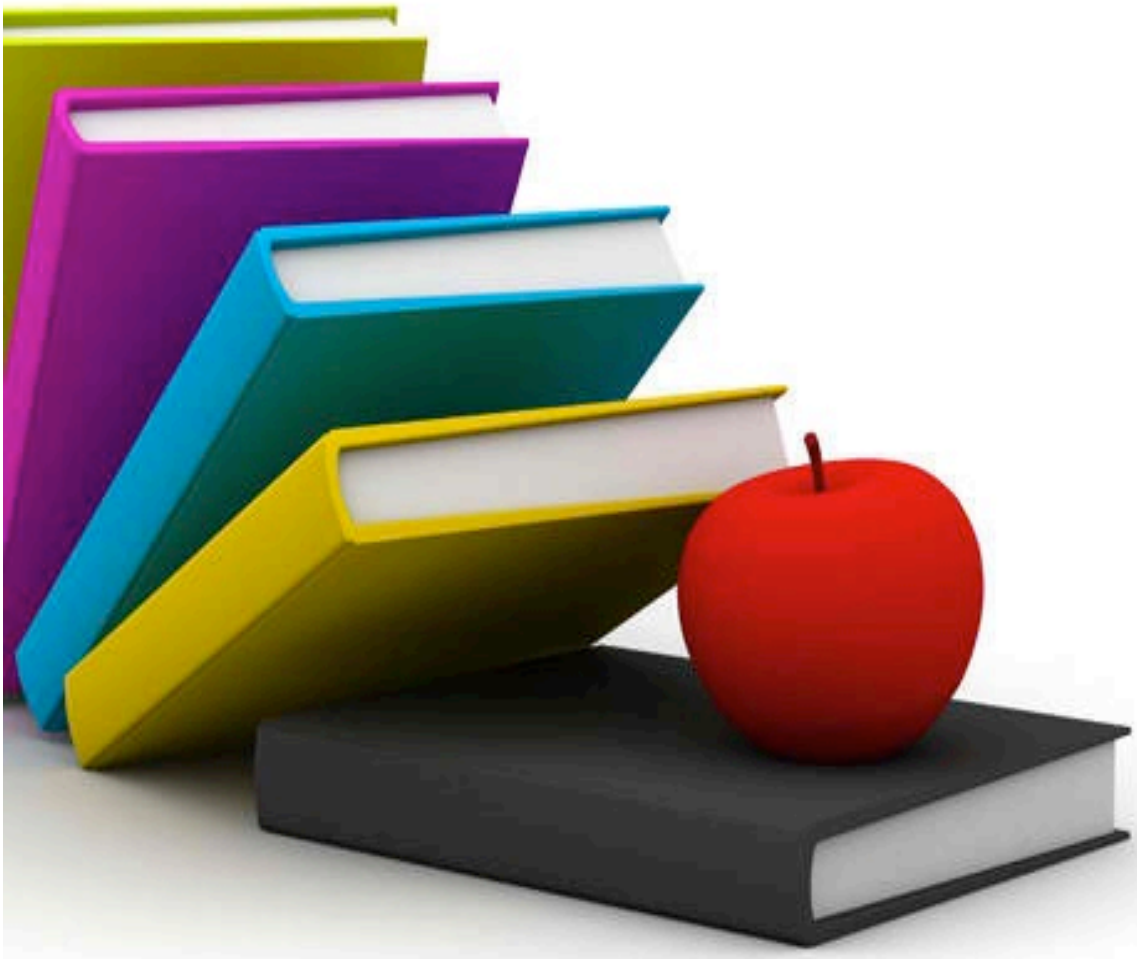
TEACH SMARTER NOT HARDER

Seven Strategies of Formative Assessment



Hamblen County Department of Instruction

Professional Development Summer 2012

Our Goal Is Your Success
Hamblen County DOE Instructional Coaches

Formative Assessment Agenda

Welcome/Icebreaker

Introduction to Formative Assessment

Strategy 1: Clear Learning Targets

Strategy 2: Using Examples of Strong and Weak Work

Strategy 3: Effective Feedback

Strategy 4: Self-Assessment and Goal Setting

Strategy 5: Focusing on One Learning Target

Strategy 6: Teaching Focused Revision

Strategy 7: Self-Reflection and Tracking Learning

Evaluation/Certificates

Our Learning Target:

I can recognize formative assessment techniques and plan for their use in effective classroom instruction.

What Is Formative Assessment?

What It ISN'T	What It Is

Formative Assessment
Formal and informal _____ teachers and students use to gather _____ for the purpose of _____ _____

Summative Assessment
Assessments that provide evidence of _____ _____ for the purpose of making a _____ about student competence or program effectiveness.

Conditions Required of Formative Assessments

1. The assessment instrument or event is designed so that it aligns directly with the content standards to be learned.

2. All of the instrument or event's items or tasks match what has been or will be taught.

3. The instrument or event provides information of sufficient detail to pinpoint specific problems, such as misunderstandings, so that teachers can make good decisions about what actions to take, and with whom.

4. The results are available in time to take action with the students who generated them.

5. Teachers and students do indeed take action based on the results.

Activity 1: Is It Formative Assessment?

Read the following description of a common assessment. Using the 5 conditions, evaluate whether the assessment is formative or summative.

3rd Grade Spelling

Common Core Standard: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

Assessment Practice: Students are given a list of spelling words from the reading basal each Monday. On Wednesday, students are given a "Pre-Test." The teacher calls out the words, uses them in a sentence, and requires the students to write the word. Then, students "trade and grade" the tests, marking incorrectly spelled words with an X. They are returned to the owner who can then take the pre-test home to study before the real test is given on Friday. If the owner made a 100, he/she can turn the test in immediately and not take the test on Friday.

Based on the conditions required of formative assessments listed on the previous page, how would you categorize this assessment? What evidence do you cite to support your answer? Discuss with your table group and record responses below.

Benefits of Formative Assessment
Many formative assessment strategies address the teacher's information needs, helping to answer questions critical to good instruction: • Who is and is not _____ the lesson. • What are the student's _____ and _____. • What _____ do I need to address? • What _____ should I give students? • What _____ do I need to make to instruction? • How should I _____ students? • What _____ do I need to prepare? • Student becomes_____ _____. • Students develop the capacity to _____ the _____ of their own work during production

Seven Strategies of Assessment for Learning

Where Am I Going?
Strategy 1: Provide students with a clear and understandable vision of the learning target. Strategy 2: Use examples and models of strong and weak work.
Where Am I Now?
Strategy 3: Offer regular descriptive feedback. Strategy 4: Teach students to self-assess and set goals.
How Can I Close the Gap?
Strategy 5: Design lessons to focus on learning target or aspect of quality at a time. Strategy 6: Teach students focused revision. Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning

Strategy 1:
Provide students with a clear and understandable vision of the learning target.

Strategy 2:
Use examples and models of strong and weak work.

Performance goals-
Goals that focus on _____ _____.

Learning goals-
goals that describe the intended **_____.**

How To Make Targets Clear To Students
1. Identify the word(s) an/or phrase(s) needing clarification. Which terms will students struggle with? Imagine stating the target in its original form to your class. Then envision the degree of understanding reflected on faces throughout the room. At which word did they lose meaning?
2. Define the term(s) you have identified. Use a dictionary, your textbook, your state content standards document, or other reference materials specific to your subject. If you are working with a colleague, come to agreement on definitions.
3. Convert the definition(s) into language your students are likely to understand.
4. Turn the student-friendly definition into an "I" or a "We" statement: "I am learning to _____"; or "We are learning to _____." Run it by a colleague for feedback.
5. Try the definition out with students. Note their response. Refine as needed.
6. Let students have a go at this procedure occasionally, using learning targets you think they could successfully define and paraphrase. Make sure the definition they concoct is congruent with your vision of the target.

Steps to Developing
A Student Friendly Rubric

1. Identify the words and phrases in the adult version that your students might not understand.
2. Look these words up in the dictionary or in textbooks. Discuss with colleagues the best phrasing choices for your students.
3. Convert the definitions into wording your students will understand. Sometimes you need to convert one word into one or more phrases or sentences.
4. Phrase the student-friendly version in the first person.
5. Try the rubric out with students. Ask for their feedback.
6. Revise as needed.

Activity 2: Creating a Clear Learning Target

Choose a common core standard from the appendix (or a standard for your content area/course. Follow the steps above and create a clear learning target. Write your learning target on chart paper.

When Not to Convert the Language

The rule of thumb here is: Will a student-friendly definition point the way to success without giving away the store?

Scoring Rubrics

Research shows positive effects when teachers share the scoring with students in advance of completing the assessment task, especially for lower achieving students.

A good assessment for learning rubric answers for students the question, "_____?"

Developing a Student-friendly Rubric

Once you find a suitable rubric you are ready to create a student-friendly version.

Examples and Models of Strong and Weak Work

Samples should be:
Anonymous
Find on state or provincial websites
Ask students for permission to use their work as a teaching example and save it for the next year.
Create your own example, inserting errors students typically make

Table Protocol for Analyzing Sample Papers
Students working in small groups can follow this protocol to work through the process of analyzing samples for one or more criteria (traits) on the scoring rubric. They can take turns around the table acting as moderator. 1. Everyone reads the scoring guide for _____ (specify trait) in this order: The highest level, the lowest level, and then the middle level or levels. 2. The moderator reads the sample paper aloud. 3. Everyone else thinks, "Strong or weak for _____ (specified trait)/" 4. Everyone (including the moderator) silently and independently reads the high or low level of the rubric corresponding to their own judgments of strong or weak. If the high or low level doesn't describe the sample well, then read the middle level (or progressing toward the middle) until you find the phrases that accurately describe the quality of the sample. Everyone writes down his or her score. 5. When all are ready, the moderator conducts the vote and tallies the scores. 6. The moderator conducts the discussion- "What did you give it and why?" – encouraging the use of the scoring rubric's language and concepts.

Table Talk: Reflecting on Strategies 1 & 2

How do you plan on communicating the intended learning of a lesson, activity, task, project, or unit to students?
How would you explain the difference between a learning goal and a performance goal?

Strategy 3:
Offer regular descriptive feedback.

Table Talk: Feedback Think-Pair Share

Think Pair Share Activity: Please find a partner from a different school and a different grade level and discuss the following three questions:

- When do my students receive feedback on their progress?
- What form does feedback take in my classroom?
- What do I expect students to do with feedback information?

" Feedback is effective when it consists of information about progress, and/or about how to proceed." *Hattie & Timperley, 2007*

The _____ of feedback does not improve learning. It is its _____ that determines its effectiveness.

Characteristics of Effective Feedback
1. Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement. 2. Occurs during learning, while there is still time to act on it. 3. Addresses partial understanding. 4. Does not do the thinking for the student. 5. Limits corrective information to the amount of advice the student can act on.

What is the purpose of intervention feedback?

Although many students enjoy praise, if the praise is directed to characteristics of the *learner* rather than to characteristics of the _____ or the _____, it appears to be less effective both as a motivator and as an agent for improved achievement.

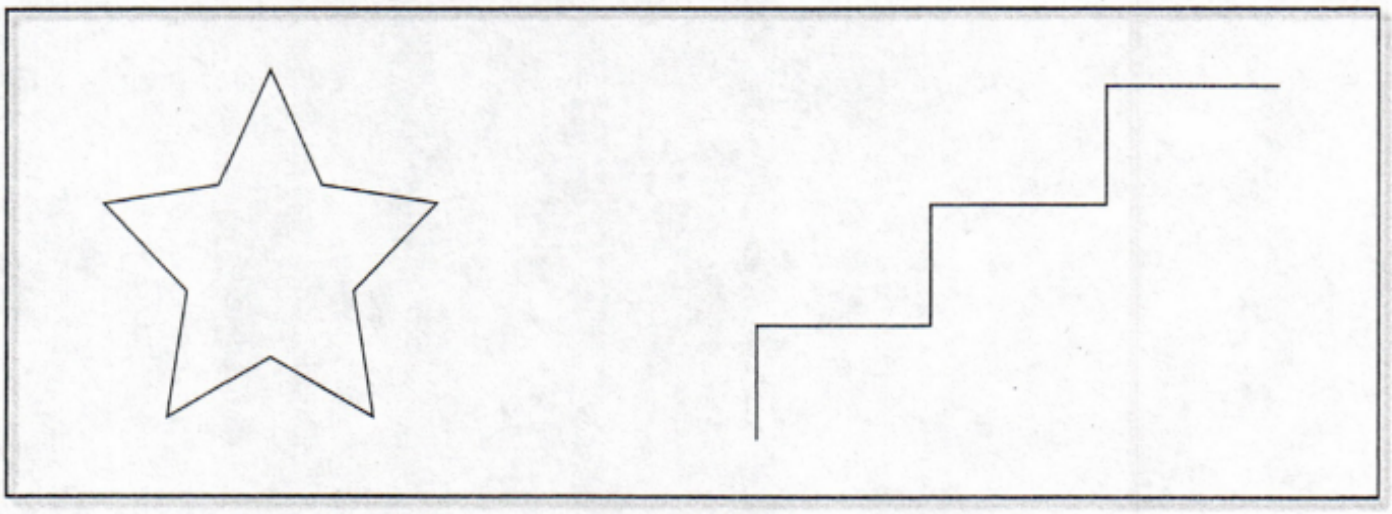
HUMAN BAROMETER

How do we *show* students that it's not only okay to make mistakes, but that when they occur, they are to be welcomed as information about next steps in learning? We cultivate this mindset when we offer feedback with opportunities to improve _____ the learning. Feedback is most effective in improving achievement if it is delivered while there is still time to act on it, which means _____ the graded event.

Do not use feedback to shortcut learning from errors if a task is structured so that students can analyze their own mistakes and determine a course of action to correct them.

Suggestions for Offering Feedback

Stars and Stairs



That's Good! Now This:

Example 1

That's good!

Now this:

Example 2

MY TEACHER'S COMMENTS:

That's good!

Now this:

MY COMMENTS:

What I did:

Please give special attention to:

Activity 3: Feedback Practice

Using the Student Work Sample Book, choose a student work sample. Use Stars and Stairs or That's Good! Now This for practicing effective feedback.

Strategy 4:
Teach students to self-assess and set goals.

Key Ideas
- Understanding the impact of self-assessment on student achievement
- Teaching students to self-assess with a focus on learning targets
- Teaching students to create specific and challenging goals

Points to Ponder
- Self-assessment takes time—why might you ask students to do it?
- What do students need to know and be able to do in order to self-assess accurately?
- What problems do students have with setting goals that are likely to help them improve?

Formative assessment requires that _____ have a central part in it. Unless they come to understand their _____ and _____, and how they might deal with them, they will not make _____.
Harlen & James, 1997

When students are involved in self-assessment, they provide themselves with regular and immediate _____to guide their _____ . They become more actively involved in a curriculum that other can seem unrelated to their _____and personal _____ .
Gregory, Cameron, & Davis, 2000

When students _____and set goals they develop an internal sense of control over the conditions of their success and greater ownership of the responsibility for _____ . *Black and William 1998*

Even though finding time for students to self-assess and set goals for improvement can be challenging, the benefits to learning are worth it. These practices increase achievement and motivation.

Studies by Black & Wiliam (1998a) and White & Frederiksen (1998) provide solid evidence of increased achievement by students who were involved in self-monitoring. White & Frederiksen (1998) found that reflective assessment was particularly beneficial for low-achieving students. Providing students with opportunmities for a combination of peer feedback and self-assessment causes them to achieve at significantly higher levels of learning, without more instruction.

Peer feedback + self-assessment =

_____

Direct Attention to the Learning

Self-assessment and goal-setting processes and forms should direct attention to improving features of the work as the students relate to the learning targets (learning goals), **rather than to getting a better score or grade** (a performance goal).

If students do the learning, the grade will follow.

Table Talk: Self-Assessment Ideas

Which self-assessment activities from the list below do you think might be successful with your students?

Self-Assessment Activity Ideas

The following ideas are fairly simple to carry out and don't take much time. The first few are suited to primary students, the majority; however, are aimed at elementary and middle school students, and few can be used across grade levels.

1) Young children can move checkers, buttons or colored chips to track learning. Each time a child moves a checker, button or chip, she is celebrating a bit of progress.

2) Primary students can make learning chains by creating learning links from a template (included in packet). When students have mastered a learning target, let them complete a link and save it in an envelope or bag. Periodically have students tape their links together and add them to a class chain.

3) With intermediate-age students, you may choose to use "Star and Stairs" to offer success and intervention feedback, you can explain self-assessment and goal setting in the same terms: "What have I done well? That's my stair." What's the difference in "stars" and "stairs?" The letter *I*. "What step am I going to take to reach the star?" Students can write their "stars" and "stairs" on a form (included in packet).

4) Students can also use a "stamping stairs" form where they stamp and date their progress on one learning target, from "just beginning" to "success."

5) Use "KWL" strategy. At the beginning of a unit, have students draw three columns on a piece of paper, labeled "K," "W," and "L." Ask students what they already *know* about the topic(s) and have them write that in the "K" column. Then ask them what they *want to* learn and have them write that in the "W" column. At the end of the unit, ask them what they *learned* and have them write it in the "L" column.

6) If at the outset of a unit you give learning targets to students in the form of "I am learning . . . " statements (I am learning how other civilizations influenced the development of Greek civilization"), and staple it to he evidence.

7) Students can keep a list of the learning targets for a grading period and regularly mark the ones they mastered.

8) Students can complete an exit task at the end of a lesson to asses their level of understanding and turn it in before leaving. This closure activity deepens awareness of the intended learning and you can use the information to inform instruction for the next lesson (Sue Cho & Aaron Mukai, Mukilteo School District, Everett, WA, personal communication, 2008). See example below.

Diameter-Circumference Exit Task
Today's Learning Target: I can explain the relationship between the diameter and circumference of the circle.
Self-Assessment:
Evidence: Samantha was measuring circles around her home. The diameter of her little sister's bicycle wheel is 12 inches. Predict the circumference. Be sure to clearly explain why you think your prediction makes sense.

9) Students can write a letter (on paper or via email) to their parents about a piece of work, explaining where they are now with it and what they are trying to do next.

10) Before or during a unit of study, ask students to categorize their understanding of concepts using "traffic light" icons. They mark their work

with a green, yellow, or red dot to indicate good, partial, or little understanding.

Self-assessment and Goal Setting with Selected Response and Constructed Response Tasks

Match to Content Standards

The items on a formative quiz or test should match the learning targets you are teaching. If it's not clear which learning target an item is intended to assess, rewrite the item or delete it.

1) Using Pretest Results

2) Highlighting Targets

Figure 4.5

FOR EXAMPLE

Self-assessment and Goal Setting with Pretest Results

Fraction Study — Plan of Action

Fraction Study Targets:

- I will use factors to rewrite fractions in lowest terms.
- I will use common denominators to compare, order, add, and subtract fractions.
- I will use the relationship between fractions and mixed numbers to add, subtract, multiply, and divide fractions.

Lesson Targets	Pre-assessment Results					Plan of Action
	# Right	# Wrong	Simple Errors	👍	👎	
Fractions to Lowest Terms						What is your strength?
Fraction Multiplication						What is your specific target (weakness)?
Fractions to Mixed #						
Mixed # to Fraction						Who will help you reach your target?
Order/Compare Fractions						
Fraction/Mixed # Addition						
Fraction/Mixed # Subtraction						
Mixed # Multiplication						
Fraction/Mixed # Division						

Source: Adapted with permission from Paula Smith, unpublished classroom materials, Naperville Community Unit School District 203, Naperville, IL, 2009.

Where Am I Now?

Directions: Evaluate you own level of mastery on each of the learning targets listed below according to the following scale:

1 = I'm just beginning—I don't know how to do any of this.
2 = I've made a little progress—I know a little bit about how to do this.
3 = I'm halfway home—I can do some parts of this well.
4 = I'm almost there—I know how to do this pretty well.
5 = I made it—I'm confident that I can do this very well.

Learning Targets	Rating
1. Converting fractions to lowest terms	
2. Multiplying fractions	
3. Converting fractions to mixed numbers	

Properties of a Circle Self-assessment

Self-assessment Rubric			
4-Exceeds	3-Meets	2-Appropaching	1-Below
I have a complete understanding of the learning target and I can apply and extend the concept to new situations.	I have a complete understanding of the learning target.	I have some understanding of the learning target	I don't understand the learning target.

POWER STANDARD: Understand the properties of circles.	
Learning Target	**Self-Assessment**
I can use the radius to find the diameter of a circle.	
I can explain why the formula C=diameter x π works for finding the circumference of a circle.	
I can explain whey the formula, A = radius^2 x π works for finding the area of a circle.	

Example

How Do You Know Your Answer Is Correct?

This reading comprehension question is designed to test students' ability to infer author's purpose.

Which of the following BEST sums up the author's purpose in writing this article?

a. To explain how the sliding rocks moved.
b. To explain how scientists determined how the rocks moved.
c. To explain how to conduct your own experiments.
d. To explain why the lake bed is called the Racetrack.

How do you know your answer is correct? _____
_____

Casey's Math

Name Casey # 8 Date 9-2-08

As you take this practice test please indicate in the box beside the learning target a symbol to show whether you think the target is a star (something you know how to do) or a stair (something you need more practice with) for you.

☆★ I can write numbers in sequence or in order.

42, 43, 44, 45, 46, 47, 48

17, 18, 19, 20, 21, 22, 23

97, 98, 99, 100, 101, 102, 103

☆★ I can count the value of coin combinations using quarters, dimes, nickels and pennies.

Write the value of these coins.

D, D, N, P = 26¢

Q, N, N, P = 36¢

Q, Q, D, N, P, P = 67¢

Fantastic Casey! You hit all learning targets and every "bulls-eye" ☺

Reviewing My Results

Please look at your corrected test and mark whether each problem is right or wrong. Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the "Simple Mistake" column. For all the remaining problems you got wrong, mark the "Don't Get It" column.

Problem	Learning Target	Right	Wrong	Simple Mistake	Don't Get It
1					
2					
3					
4					
5					

I AM GOOD AT THESE!
Learning Targets I got right:

I AM PRETTY GOOD AT THESE, BUT NEED TO DO A LITTLE REVIEW
Learning targets I got wrong because of a simple mistake:

What I can do to keep this from happening again:

I NEED TO KEEP LEARNING THESE
Learning targets I got wrong and I'm not sure what to do to correct them:

What I can do to get better at them:

Self-assessment and Goal Setting Using the Results of a Formative Quiz or Test

Discrete Targets, NOT Content Standards

Make sure the learning goal statements students are responding to are written as discrete learning targets and not as global complex content standards.

1) Identify which learning target each item on the quiz or test represents and fill out the first two columns of the form.
2) Administer the test or quiz, correct, and hand it back to students, along with the form, "Reviewing My Results."
3) Students review their corrected tests or quizzes and mark the appropriate column.
4) Students mark the last two columns.
5) Hand out the form, "Analyzing My Results" and have students transfer each learning target to one (or more) of three categories: "I am good at these"; "I am pretty good at the, but need to do a little review" and "I need to keep learning these."

Goal Setting

Goals that have the greatest impact on performance are what are called hard goals

- Specific rather than vague
- Challenging rather than easy
- Hard goals require students to move beyond their current level of achievement in some significant way (Sadler, 1989).

Creating Specific and Challenging Goals

Specific and challenging goals include the following key elements:

- A clear statement of the intended learning: "What do I need to get better at?"
- A description of the current status: "Where am I now with respect to my goal?"
- An action plan: "How will I do this?"
  --My actions: "What steps will I take?"
  --Assistance: "Who can I work with? What materials will I need"
  --Evidence of accomplishment: "What will I use as my before and after pictures?"

The Goal-Setting Conference

1) Begin by sharing the intended learning in terms students understand. Ex. "Here's what we're working on being able to do."
2) Next, look together at work students have produced to determine what they already know. Guide them in the formulation of a goal statement regarding what they need to learn.
3) Ask them to describe how they might go about accomplishing their goal. Help them identify reasonable actions likely to result in maximum learning, if needed. Have them write down the action they will take.
4) Help them determine whether they will need or want assistance from another person and what materials, if any, they will need.
5) Set a time frame or ask the student to.
6) Help them identify what artifact(s) they will use as evidence of meeting their goal.

Goal-setting Frames

To get better at _____ , I could. . .

One thing I am going to start doing is. . .

I'll start doing this on _____ and work on it until _____
date *date*

One way I'll know I'm getting better is. . .

Goal	Steps	Evidence
What do I need to get better at?	How do I plan to do this?	What evidence will show I've achieved my goal?
Time Frame: Begin _____ End _____		
Date _____ Signed _____		

FOUR CORNERS

Summing It Up

Meaningful students self-assessment and goal setting require clear targets to begin with. Beyond that, students need to be taught to compare their status to the targets, justify their judgments with evidence from their work, and set specific goal that guide subsequent actions.

During the self-assessment process students are giving you a gold mine of information about what they know and what they need, assessment ***for*** learning data that you did not have to create an extra assignment, task, quiz or test to obtain. This information may be used to group students, to assign partners, to reteach, to dig deeper into understanding, and to enrich students' learning.

Strategy 5:
Design lessons to focus on one learning target or aspect of quality at a time.

Strategy 6:
Teach students focused revision.

There are as many ways to target instruction as there are learning targets in your curriculum. Often, you get good information about students' problems by paying attention to their wrong answers!

Misconception	Date	Correction

Buckle Down Lesson 10—Geometric Measurements

Name:_____ Period:_____ Date:_____

Before reading	Statement	After Reading
True False	Pi ≈ 3.14	True False
True False	Area is the measure of the inside of a two-dimensional figure.	True False
True False	Volume is measured in square units.	True False
True False	The formula to find the area of a triangle is ½ *bh*.	True False
True False	The area of a composite shape can be found by breaking the shape down into common shapes.	True False
True False	*B* represents a length measurement.	True False
True False	Volume is the amount of space a shape takes up.	True False
True False	The area of a circle is the same as the area of a sector.	True False

Activity 4: Finding Misconceptions/ Anticipation Guide

Using the Student Work Sample Book, choose a piece of student work. Identify any misconceptions, discuss with your group what corrections need to be made, then create an anticipation guide OR some multiple choice items targeting the corrections.

Misconception	Correction

Agree	Disagree	Statement	Agree	Disagree

Distractors for Selected Reasoning Targets

1. **Infer**
   Question: What idea could you infer from the text? Or, Which idea does this selection suggest?

   Possible Answers
   - The right answer—a guess based on clues you can find in text.
   - A wrong answer—a guess that seems reasonable, but that evidence in the text does not support
   - A wrong answer—not even a guess, just information recopied from the text

2. **Summarize**
   Question: What sentence best summarized what this (selection) is about?

   Possible Answers:
   - The right answer—a brief statement of the main points or ideas
   - A wrong answer—a statement including an idea not found in the passage
   - A wrong answer—a statement including an idea from the passage that is too narrow to be acceptable as a summary

3. **Compare and Contrast**
   Question: Which sentence tells how _____ (two or more items) are alike? Or, Which sentence tells how _____ (two or more items) differ?

   Possible Answers:
   - The right answer—a statement of an appropriate similarity
   - A wrong answer—a statement that is true of one of the items to be compared, but not true of the other

     OR
   - The right answer—a statement of an appropriate difference
   - The wrong answer—a statement that claims an inaccurate difference.

4. **Identify Cause and Effect**
   Question: Which sentence explains why _____ (event) happened?

   Possible Answers:
   - The right answer—a reasonable statement of causation
   - A wrong answer—a statement of causation that a careful reading of the text does not support

Strategy 7:
Engage students in self-reflection, and let them keep track of and share their learning. .

Student Tracking

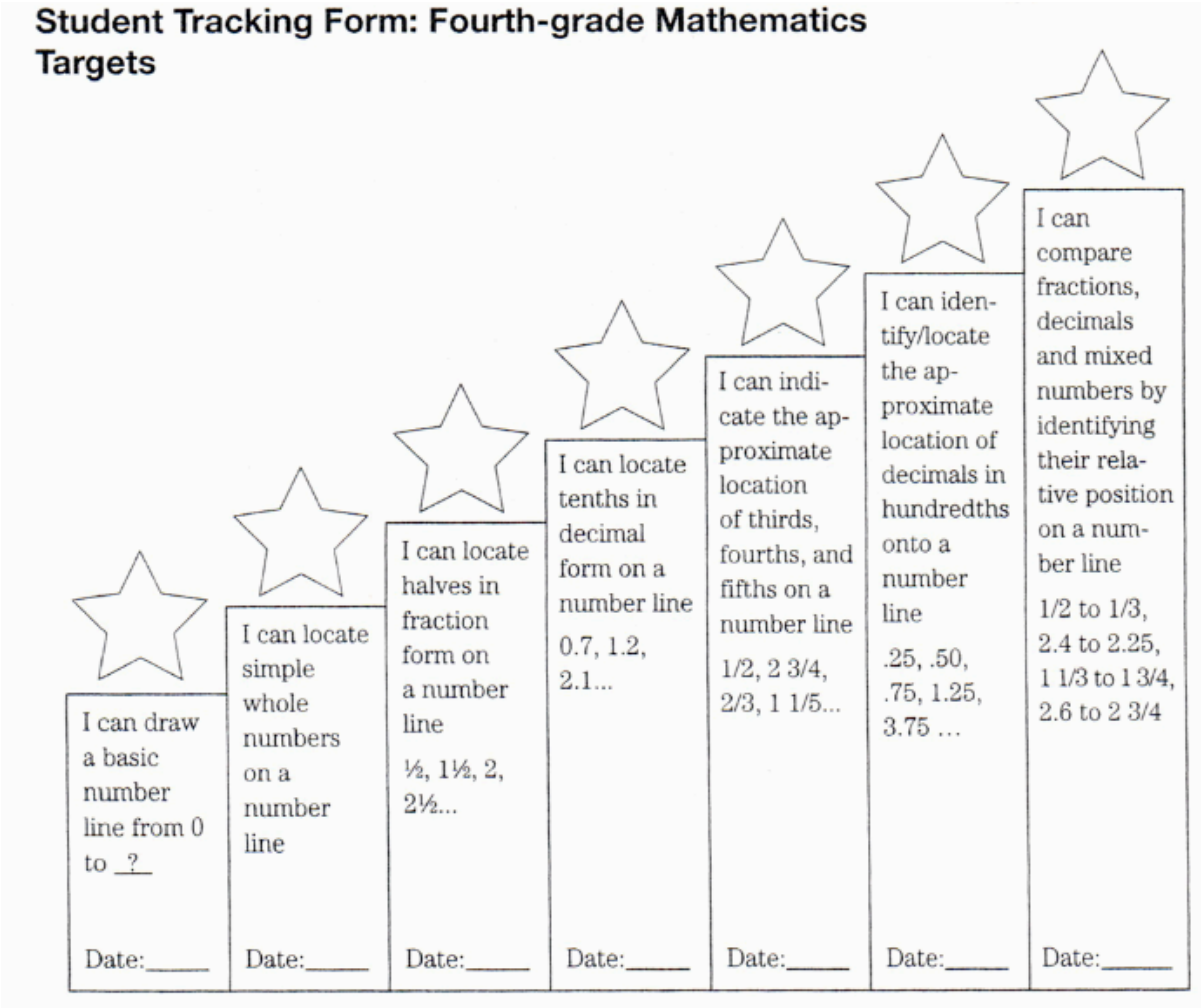
"When students track progress, reflect on their learning processes and growth, and share observations about achievement or about themselves as learners, it helps anchor their learning in long-term memory."

1. Recording Progress

Some of what you teach may lend itself to tracking progress assignment by assignment or learning target by learning target. For maximum effect, tracking forms should link each entry to a learning target and include a place for students to record and date their results on multiple trials.

Samples

Assignment	Date	Target	Score	Star/Stair



2. Collecting Samples of Work

Learning Portfolios
Another way for student to track their progress is to keep selected samples of their work in a portfolio, or an intentional collection of artifacts that tell a predetermined story.

Type of Portfolio	Purpose	Artifacts to Collect
Growth	To show progress toward one or more learning goals	Artifacts from before, during, and after learning
Project	To document the trajectory of a project	All drafts of work during the creation of the product or performance
Achievement	To demonstrate current level of achievement over a collection of learning targets	Artifacts comprising a representative sample of achievement
Competence	To provide evidence of having attained competence in one or more areas	Artifacts representing highest level of achievement
Celebration	To showcase best work or what the student is most proud of	Student choice based on quality of work or preference

Work samples collected should be dated, and students should know what learning target(s) each sample relates to.

Table Talk: Learning Portfolios

Discuss which type of portfolio you think would be most beneficial to your students and why. How do you think you could implement one of these types of learning portfolios**?**

3. Student Reflection

Self-reflection refers to a process of looking back over a collection of evidence.

A collection of work does not guarantee reflection will occur. After students have recorded or assembled the evidence, it's time to have a second look.

Reflecting on Growth

When students reflect on growth, they compare what they used to know or do and what they now know or can do.

Reflecting on a Project

When students reflect on complex or challenging projects, there is deepened self-awareness and metacognition.

Sample questions:

- What steps did you go through to complete this project? Did your process work throughout completion? Did you encounter any difficulties? If so, what were they? How did you solve them? What would you do differently next time?
- What did you learn about yourself as a learner by doing this project?
- What skills did you develop as a result of doing this project?

Reflecting on Achievement

When students reflect on achievement, they look back over a record or a collection of their work to identify what they have mastered and what, if anything, they still need to focus on.

Sample Questions:

- What did I learn?
- What learning targets have I mastered?
- What are my strengths in this subject?
- What do I still need to work on?
- What learning targets have I not yet mastered?

Samples

Weekly Reflection

Week of_____
Three interesting things that I learned this week are:

1.
2.
3.

One thing I am proudest of in my student notebook this week is:

One thing that I want to improve on next week is:

Next week I want my teacher to do the following:

Reflecting on My Social Studies Achievement

Name:_____

Please complete the following stems with thoughtful responses and complete sentences. You may use your social studies binder to help you review your work so far.

So far, this year, I have learned…
I still have questions about …
I can find answers to these questions by…
I need more practice on…
My goal for the end of the grading period is…

Activity 5: Tracking, Collecting, and Reflecting at Our School

Students tracking progress, collecting work, and completing personal reflections all deepen learning by increasing metacognition and moving information to permanent memory. How could you implement these three practices in an organized, effective manner in your class or grade level? Which types of recording keeping, tracking, and reflections do you feel would most benefit your students? How can students then share their learning following these processes?

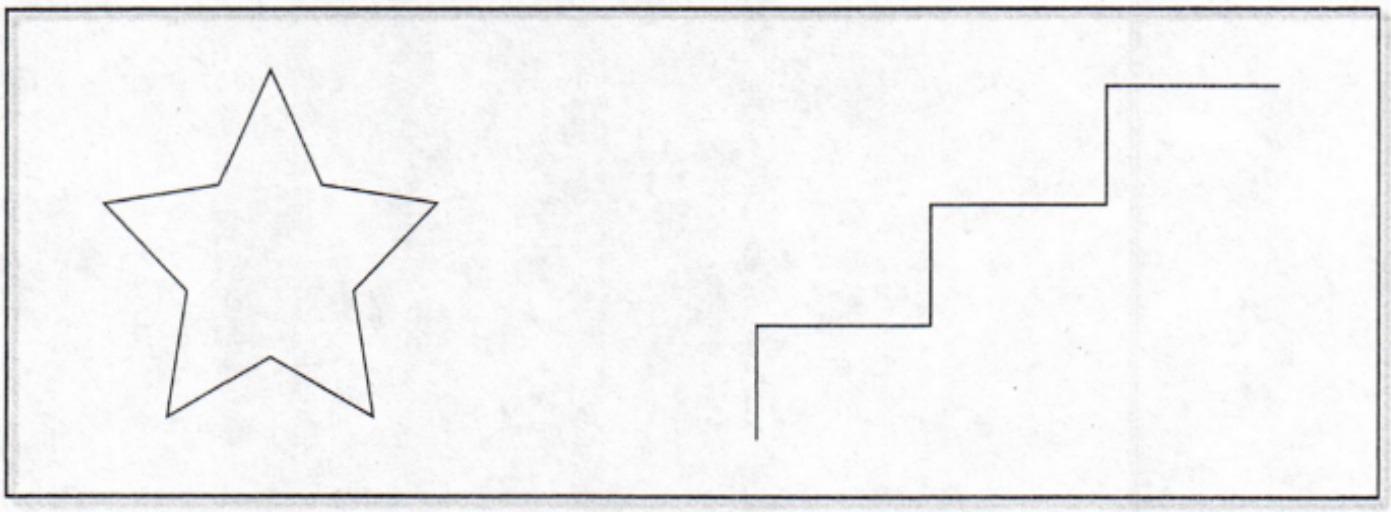
Appendix A

Standards For Learning Targets
Reading Informational Text
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.1.1. Ask and answer questions about key details in a text.
RI.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8,9,10
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
11/12
RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Math
K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
· 2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: • 100 can be thought of as a bundle of ten tens — called a "hundred." • The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.
• 4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*

5.NBT.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.
7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram
8.NS.1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
High School Algebra
A-SSE.1. Interpret expressions that represent a quantity in terms of its context.★ • Interpret parts of an expression, such as terms, factors, and coefficients.
History/Social Studies
RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Science
GLE 0607.Inq.1 6,7,8 Design and conduct open-ended scientific investigations.
• Biology, Chemistry, Physics • CLE 3210.Inq.1 Recognize that science is a progressive endeavor that reevaluates and extends what is already accepted.

Appendix B

Stars and Stairs



That's Good! Now This:

Example 1

That's good!

Now this:

Example 2

MY TEACHER'S COMMENTS:

That's good!

Now this:

MY COMMENTS:

What I did:

Please give special attention to:

Appendix C

Analyzing My Results

I AM GOOD AT THESE!
Learning targets I got right:

_____
_____
_____

I AM PRETTY GOOD AT THESE BUT NEED A LITTLE WORK.
Learning targets I got wrong because of a simple mistake:

_____
_____
_____

I NEED TO KEEP LEARNING THESE.
Learning targets I got wrong and I'm not sure what to do to correct them:

_____
_____
_____

What I can do to get better at them:

_____
_____
_____

Correcting Mistakes

Name:	**Date:**
Learning Target:	
Mistake I made:	Correction:
Mistake I made:	Correction:
Mistake I made:	Correction:
Mistake I made:	Correction:

Cut here to edge of page

Name:_____ Date:_____

I have learned to:

_____

_____

_____

Evidence:

_____

_____

_____

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Reviewing My Results

Please look at your corrected test and mark whether each problem is right or wrong. Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the "Simple Mistake" column. For all the remaining problems you got wrong, mark the "Don't Get It" column.

Problem	Learning Target	Right	Wrong	Simple Mistake	Don't Get It
1					
2					
3					
4					
5					

I AM GOOD AT THESE!

Learning Targets I got right:

I AM PRETTY GOOD AT THESE, BUT NEED TO DO A LITTLE REVIEW

Learning targets I got wrong because of a simple mistake:

What I can do to keep this from happening again:

I NEED TO KEEP LEARNING THESE

Learning targets I got wrong and I'm not sure what to do to correct them:

What I can do to get better at them:

Self-assessment and Goal Setting

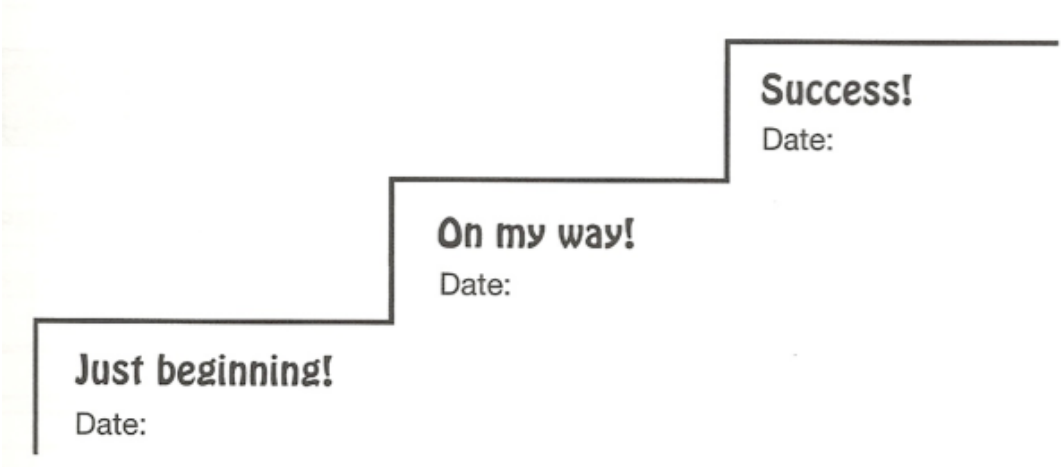
Name:

Complete this portion at the beginning of an assignment	
Learning target I am working on:	
Assignment:	Date:
Complete this portion after you look at corrections/feedback on your assignment	
Strengths:	
What to improve:	

Stamping Stairs

Name_____

Learning Target_____



Status, Target, Plan

Name_____ Date_____

Status: Right now I can_____

Target: My goal is to _____ by _____

Plan: To reach my goal I will

_____

_____

_____

I will get help from _____

Target Rubric