



Learning Progressions and Assessment FOR Learning

To improve, students must:

- **Know what good work looks like**
- **Compare their work to that standard**
- **Understand how to close gaps**

Royce Sadler, Australia

Assessment FOR Learning Strategies

Where am I going?

1. Provide a clear statement of the learning target
2. Use examples and models

Where am I now?

3. Offer regular descriptive feedback
4. Teach students to self-assess and set goals

How can I close the gap?

5. Design focused lessons
6. Teach students focused revision
7. Engage students in self-reflection; let them keep track of and share their learning

DEPENDABLE

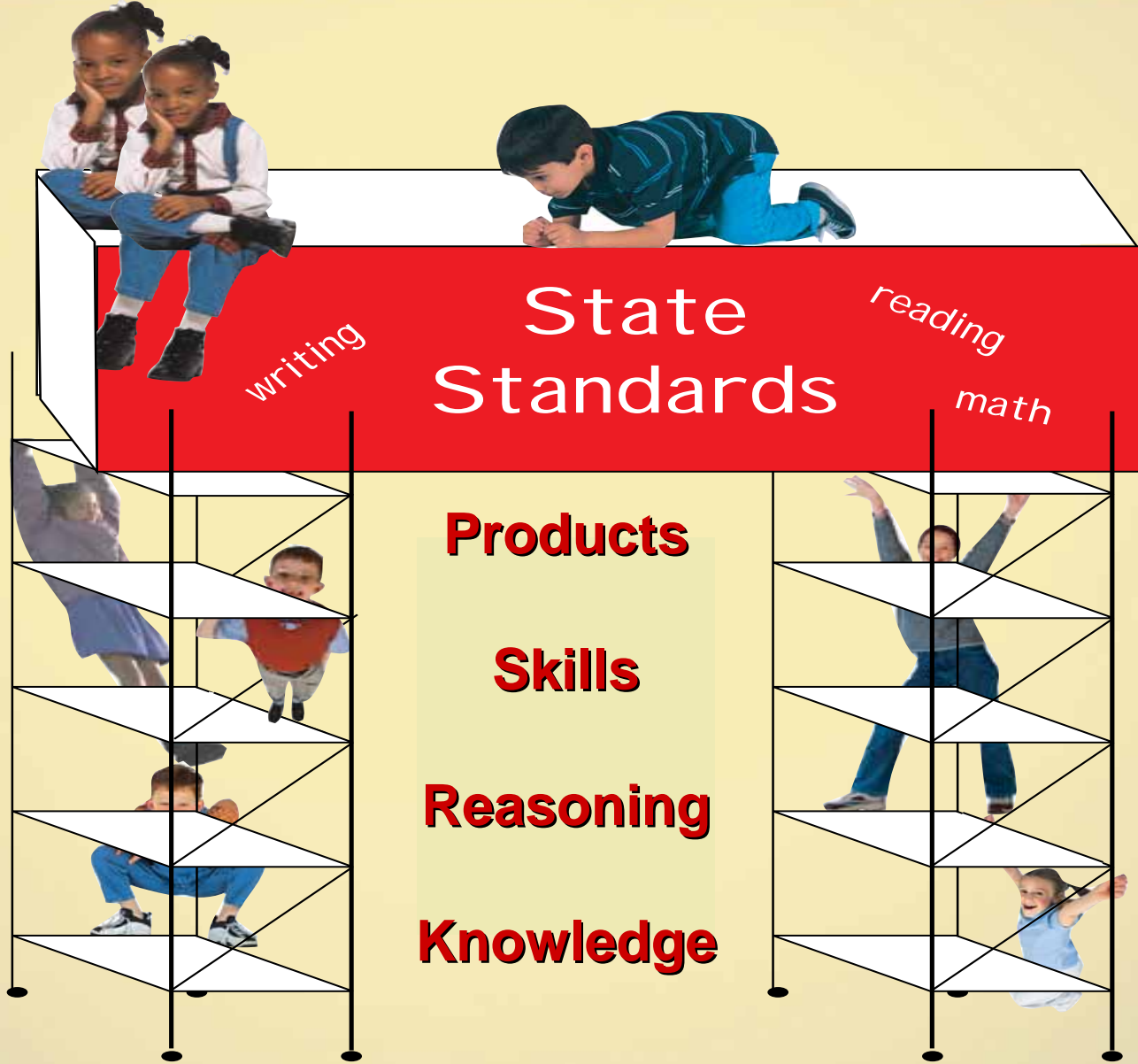
EFFECTIVE USE

PURPOSE

TARGET

CLEAR LEARNING TARGETS

- Start with state **standards in learning progressions**



CLEAR LEARNING TARGETS

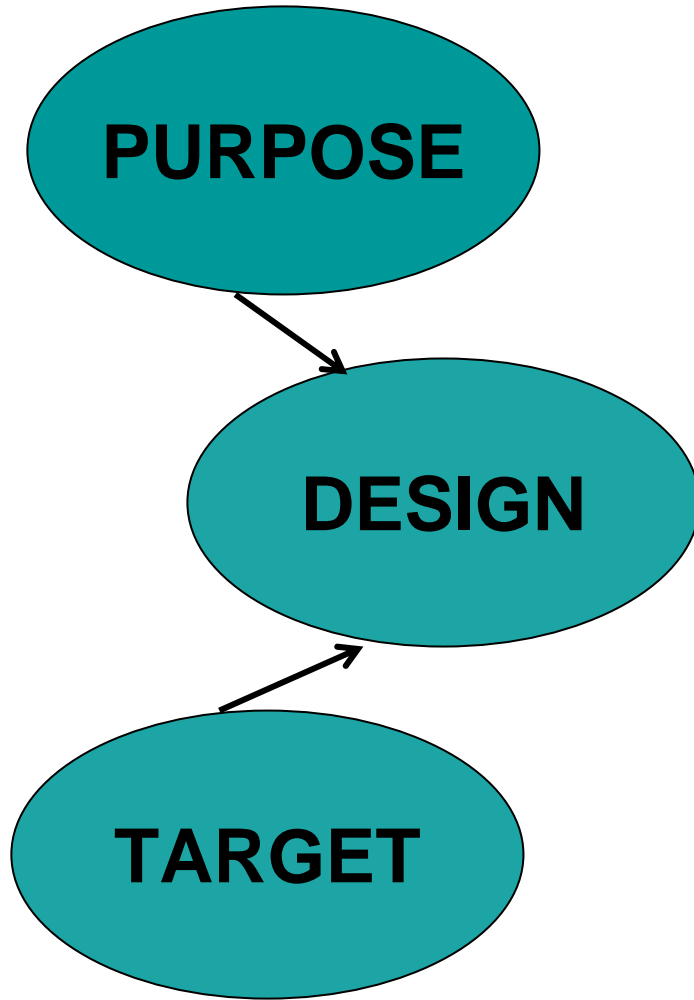
- Start with state **standards in learning progressions**
- Deconstruct into **scaffolding** leading to each standard (local curriculum maps)

CLEAR LEARNING TARGETS

- Start with state **standards in learning progressions**
- Deconstruct into **scaffolding** leading to each standard (local curriculum maps)
- Transform into **student-friendly versions**

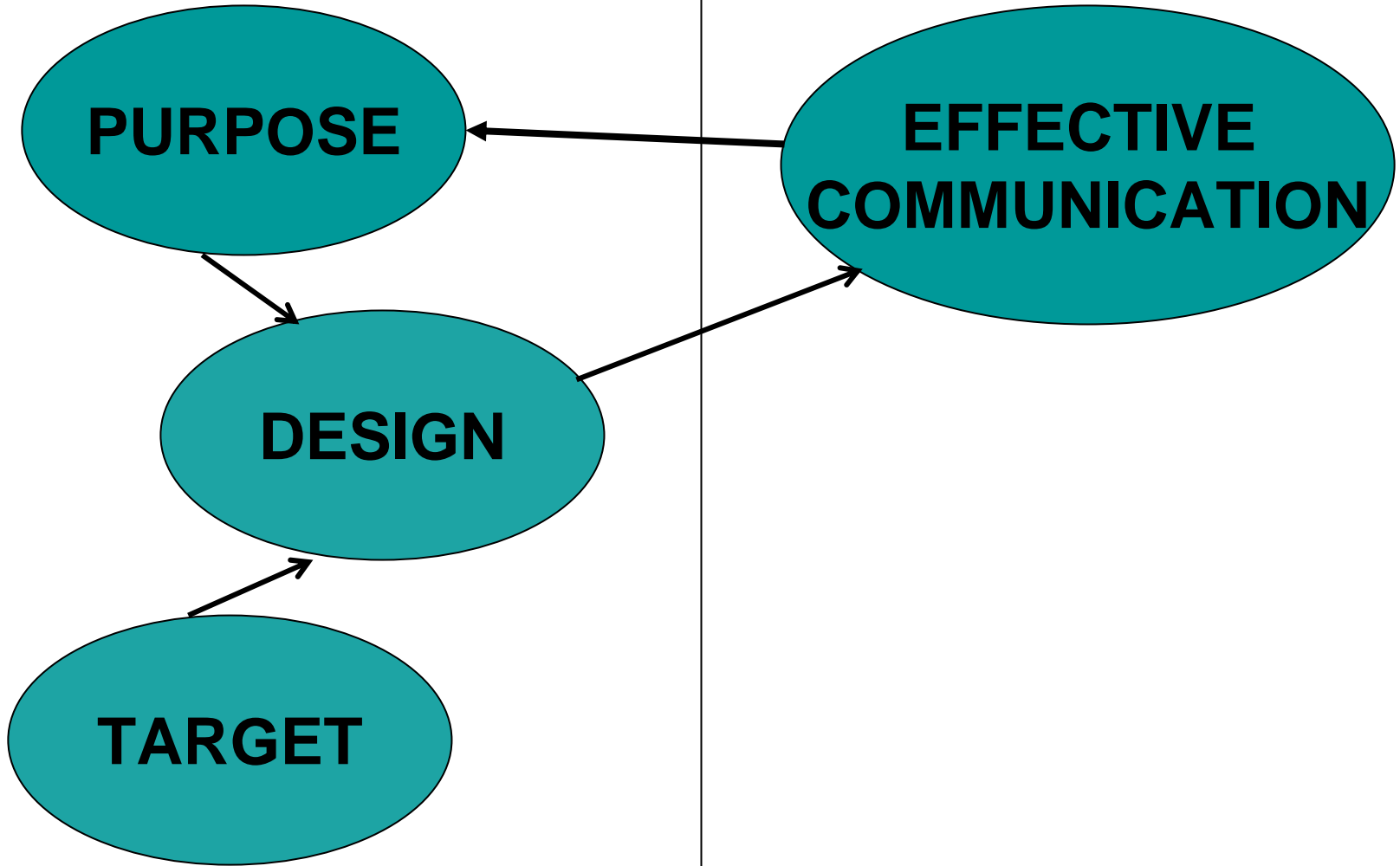
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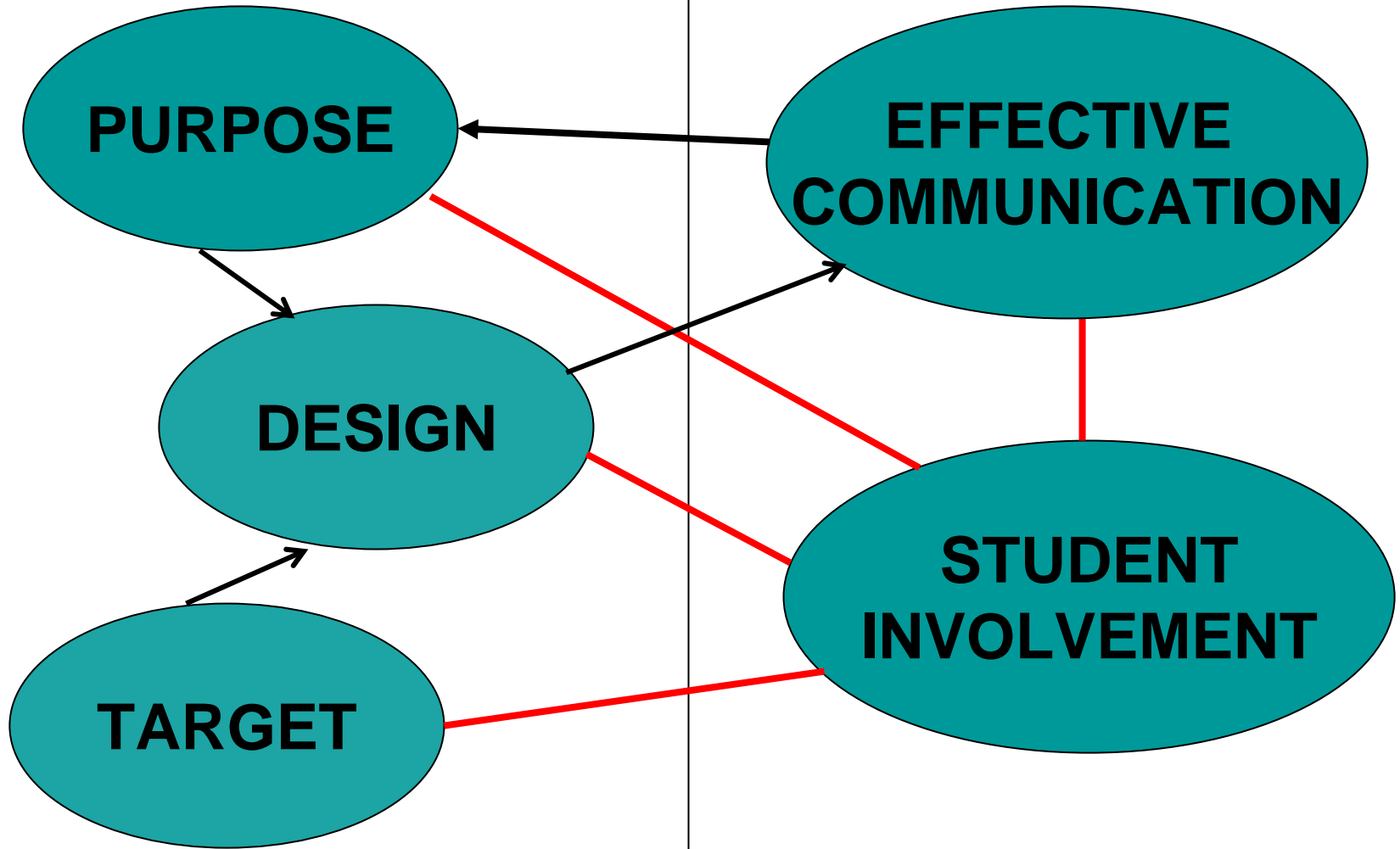
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EFFECTIVE USE



Key 5: Student Involvement

Strategy 1: Converting Learning Targets to Student-Friendly Language

- **Summarize text, e.g.:** **Summarize** important information in texts to demonstrate comprehension
- **Make predictions, e.g.:** **Predict** or hypothesize...from information in the text, ...

Summarize text

- **Words to be defined: SUMMARIZE**
 - **SUMMARIZE: to give a brief statement of the main points, main events, or important ideas**
- **Student-friendly language:**
 - **I can summarize text.**
 - **This means I can make a short statement of the main points or the big ideas of what I read.**

Make Predictions

- **Words to be defined: prediction**
 - **PREDICTION: A statement that something will happen in the future.**
- **Student-friendly language:**
 - I can make predictions.
 - This means I can use information from what I read to guess at what will happen next. (Or, to guess what the author will tell me next.)

Converting Learning Targets to Student-Friendly Language—The Process

1. Identify an important learning goal, or one students have difficulty learning.
2. Identify word(s) needing clarification.
3. Define the word(s). We use a dictionary as a starting point.
4. Rewrite the definition as an “I can” (or an “I am learning to”) statement, in terms that your students will understand.
5. Try it out on students or a colleague and refine as needed.
6. Have students try this process for subsequent learning goals.

Your Turn...

- **Words to be defined: Infer**
 - **Definition:**
 - **Student-friendly language:**

I can infer. This means I can...
- **Words to be defined: Analyze**
 - **Definition:**
 - **Student-friendly language:**

I can analyze. This means I can...

Make inferences

- **Word to be defined: INFERENCE**
 - **INFERENCE: A conclusion drawn from the information available**
- **Student-friendly language:**
 - **I can make inferences.**
 - **This means I can use information from what I read to draw a conclusion. (Or, I can use clues to make good guesses.)**

Reason Analytically

- **Word to be defined: ANALYSIS**
 - **ANALYSIS: Separate a whole into its component parts**
- **Student-friendly language:**
 - **I can analyze.**
 - **This means I can figure out the parts of something; I can see how the parts fit together to make a whole.**