



# MODULE 1

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## INTRODUCTION TO FORMATIVE INSTRUCTIONAL PRACTICES

### **MODULE 1 LEARNING TARGETS:**

- Understand what formative instructional practices are.
- Become familiar with key research findings related to the effects of formative instructional practices on student achievement.


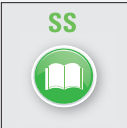
## Reference Information

### Battelle for Kids and Pearson Assessment Training Institute: A Powerful Partnership

Battelle for Kids and Pearson Assessment Training Institute (ATI) partnered to create the *Foundations of Formative Instructional Practices* online learning modules. The modules are based on the work of Rick Stiggins, Jan Chappuis, Steve Chappuis, and Judith Arter, leading experts in the field. Specifically, the module content draws heavily from two Pearson ATI publications:

- *Classroom assessment for student learning: Doing it right—using it well* (2nd edition)
- *Seven strategies of assessment for learning*

These materials are designed to correspond with the *Foundations of Formative Instructional Practices* online learning modules. Therefore, the following icons are used to indicate text that is a quote or paraphrase from Pearson ATI publications:

	This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). <i>Classroom assessment for student learning</i> (2nd ed.). Upper Saddle River, NJ: Pearson Education.
	This icon indicates that the text is a quote or paraphrase taken from Chappuis, J. (2009). <i>Seven strategies of assessment for learning</i> . Upper Saddle River, NJ: Pearson Education.

### List of references:

#### Module 1 Facilitation Guide: Section I, Activity 1

Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

#### Module 1 Facilitator Answer Key: Section II, Activity 1

Where am I going? Where am I now? How can I close the gap? Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 28-32). Upper Saddle River, NJ: Pearson Education.

#### Module 1 Facilitator Answer Key: Section II, Activity 1

Sharing Learning Targets with Students. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 22-40). Upper Saddle River, NJ: Pearson Education.

#### Module 1 Facilitator Answer Key: Section II, Activity 1

Using Examples of Strong and Weak Work. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 42-50). Upper Saddle River, NJ: Pearson Education.

#### Module 1 Facilitator Answer Key: Section II, Activity 1

Characteristics of Effective Feedback. Chappuis, J. (2009). *Seven strategies of assessment for learning* (p. 56). Upper Saddle River, NJ: Pearson Education.

#### Module 1 Facilitator Answer Key: Section II, Activity 1

Assessment Methods. Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed., pp. 87-92). Upper Saddle River, NJ: Pearson Education.



## MODULE 1 FACILITATION AGENDA

**MODULE 1:** Introduction to Formative Instructional Practices

**TOTAL TIME:** 90 minutes

### MODULE 1 LEARNING TARGETS:

- Understand what formative instructional practices are.
- Become familiar with key research findings related to the effects of formative instructional practices on student achievement.

### Section I: Confirming Our Learning

#### Activity 1: Misconceptions about Formative Instructional Practices

**Purpose:** The purpose of this activity is to clarify common educator misconceptions or pitfalls about formative instructional practices. **Time: 30 minutes**

### Section II: Confirming Our Practice

#### Activity 1: My Formative Instructional Practices

**Purpose:** The purpose of this activity is for teachers to self-assess where they are with their own use of formative instructional practices. **Time: 20 minutes**

#### Activity 2: I Used to Think, But Now I Think...

**Purpose:** The purpose of this activity is for teachers to reflect on any changes in thinking about formative instructional practices based on what they have learned so far. **Time: 10 minutes**

### Section III: Confirming Our Commitment

#### Activity 1: What Comes Next in Our Learning?

**Purpose:** The purpose of this activity is for the team to understand what comes next in the learning and prepare for the completion of Module 2: Clear Learning Targets. **Time: 20 minutes**

#### Activity 2: How Are You Progressing On Your Learning Journey?

**Purpose:** The purpose of this activity is to determine how comfortable the team is with its learning journey so far. **Time: 10 minutes**

## Prior to Facilitating Discussion about Module 1: Introduction to Formative Instructional Practices

The following checklist can help you plan for a successful meeting(s) about Module 1: Introduction to Formative Instructional Practices.

### READY TO GO

### NEED TO DO THIS

- ☐ Ensure that all teachers have access to the *Foundations of Formative Instructional Practices* modules.
- ☐ Ensure that all teachers have completed Module 1.
- ☐ Review Module 1. This includes reviewing reflection questions and video that might be incorporated into the meeting(s).
- ☐ Review the Module 1 facilitation materials.
- ☐ Determine agenda(s) based on the available time you have to meet. You may need to adapt the provided agenda based on the time available to you.
- ☐ Notify teachers of the meeting time and place. Remind them to bring any notes they recorded when they took Module 1.
- ☐ One week before the scheduled meeting(s), send copies of the agenda to colleagues.
- ☐ Make copies of participant resources as needed.
- ☐ Review Module 2: Clear Learning Targets to help you preview the next module with teachers. This will occur in Section III of Module 1 facilitation.
- ☐ Arrange internet access if you plan to refer to any pages in Module 1.

# SECTION I

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## CONFIRMING OUR LEARNING

### ACTIVITY 1

This section includes one activity designed to ensure that teachers have met the learning targets of Module 1: Introduction to Formative Instructional Practices.

**Total Section I Time: 30 minutes**

***Activity 1: 30 minutes***

## Misconceptions about Formative Instructional Practices

**PURPOSE:** The purpose of this activity is to clarify common educator misconceptions or pitfalls about formative instructional practices.

### WHAT YOU'LL NEED

**Facilitator Resources:** Handout: *Misconceptions about Formative Instructional Practices*  
*Answer Key*

**Participant Resources:** Handout: *Misconceptions about Formative Instructional Practices*

### INSTRUCTIONS:

1. Review the learning targets of Module 1: Introduction to Formative Instructional Practices.
2. Provide each teacher a copy of the handout *Misconceptions about Formative Instructional Practices*.
3. Share the purpose of the activity.
4. Working in groups or pairs, have the teachers follow the directions on the handout, selecting the answer they believe **better** explains why the statement is a common misconception about formative instructional practices. They must also provide a justification for their choice.
5. After the pairs or groups have selected their answers, ask each group to share their responses along with justification of their choices.
6. Use the *Misconceptions about Formative Instructional Practices* *Answer Key* to help facilitate the conversation as needed.

### HERE ARE SOME THINGS TO CONSIDER:

- Both of the answers are correct. You are listening to make sure the groups support their choices with sound and sufficient reasoning.
- Included on the answer key are suggestions of additional questions for you to pose to the group, as well as specific pages to reference in Module 1.
- Because this is a blended learning experience, feel free to go back into Module 1 as needed.



### FIP TIPS

**Share the learning targets,** and remember, the power of sharing them is realized when learners understand them.

**Provide effective feedback.**



As you use the provided resources to support teacher learning, be sure that the feedback you provide:

- *Directs attention to the intended learning.* Point out strengths in their justifications and offer specific information to guide them as needed.
- *Occurs during this activity.* Don't wait until later.
- *Addresses partial understanding.* If a group's answer is not on track at all, return to suggested pages in Module 1.
- *Does not do the thinking for the teachers.*
- *Is limited to what teachers can handle at this point in their learning.* Most have only completed Module 1.

# SECTION II

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## CONFIRMING OUR PRACTICE

### ACTIVITIES 1-2

This section includes two activities designed to facilitate reflection and discussion about teacher practice related to formative instructional practices.

**Total Section II Time: 30 minutes**

***Activity 1: 20 minutes***

***Activity 2: 10 minutes***

## My Formative Instructional Practices

**PURPOSE:** The purpose of this activity is for teachers to self-assess where they are with their own use of formative instructional practices.

### WHAT YOU'LL NEED

**Facilitator Resources:** Handout: ***My Formative Instructional Practices Answer Key***

**Participant Resources:** Handout: ***My Formative Instructional Practices***

### INSTRUCTIONS:

1. Provide each teacher a copy of the handout ***My Formative Instructional Practices***, and share the purpose of the activity.
2. Working on their own, have the teachers follow the directions on the handout and complete the graphic organizer with information specific to their practice.  
*Hint: Teachers explored this framework on page 39 of Module 1.*
3. After teachers have completed their graphic organizers, have teachers share their responses. Use the ***My Formative Instructional Practices Answer Key*** to listen for ideas that teachers will share.
4. Summarize where the team is in its use of formative instructional practices. Collectively, what do we do to help students answer the following questions: Where am I going? Where am I now? How can I close the gap?



### FIP TIPS

**Revisit the learning targets**, especially if you are working through Section II at a different time than Section I.

**Have learners self-assess; it is not a luxury.** Keep in mind that it is one of three recommendations made by Black and Wiliam in their key research.

**Don't forget the characteristics of effective feedback.** When addressing the final column, revisit the recommendations Black and Wiliam cite in their research—the high-impact practices learned in Module 1. However, don't do the thinking for the learners. If they are off track, revisit Module 1.

## I Used to Think, But Now I Think ...

**PURPOSE:** The purpose of this activity is for teachers to reflect on any changes in thinking about formative instructional practices based on what they have learned so far.

### WHAT YOU'LL NEED

**Participant Resources:** Handout: *I Used to Think, But Now I Think...*

### INSTRUCTIONS:

1. Provide each teacher a copy of the handout *I Used to Think, but Now I Think...*
2. Share the purpose of the activity.
3. Give teachers a few minutes to record their thoughts on the handout provided.
4. Have teachers share their reflections. Go first if needed.
5. Have someone record and summarize the changes in thinking for the group.



### FIP TIP

#### Have learners self-reflect.

If it helps, you can share first, and model the thinking. Example: "I used to think that formative instructional practices were about short-cycle assessments. Now, I think it is much more. It is the use of assessment information that defines formative instructional practice, not the test itself."

# SECTION III

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## CONFIRMING OUR COMMITMENT

### ACTIVITIES 1-2

This section includes two activities designed to help teachers set goals and take action based on what they've learned about formative instructional practices.

**Total Section III Time: 30 minutes**

***Activity 1: 20 minutes***

***Activity 2: 10 minutes***

## What Comes Next in Our Learning?

**PURPOSE:** The purpose of the activity is to preview what comes next in the learning and prepare for the completion of Module 2: Clear Learning Targets.

### WHAT YOU'LL NEED

**Participant Resources:** Handout: *Module 2: Clear Learning Targets Preview*

### INSTRUCTIONS:

1. Provide team members with the *Module 2: Clear Learning Targets Preview*. Review as a team.
2. Pose the following questions to the group.
  - How could Module 2 help us transition to the new standards?
  - How might the learning in Module 2 help us build upon what we're already doing in our classroom?
3. Establish a commitment to proceed with further learning by completing Module 2. Make this doable by agreeing on a reasonable timeline.



### FIP TIP

**Share what comes next in the learning.** By previewing Module 2, participants have the opportunity to begin to understand the learning targets that come next.

## How Are You Progressing On Your Learning Journey?

**PURPOSE:** The purpose of this activity is to determine how comfortable the team is with its learning journey so far.

### WHAT YOU'LL NEED

**Participant Resources:** Handout: *How Are You Progressing on Your Learning Journey?*

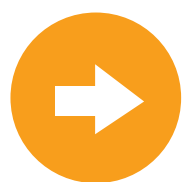
### INSTRUCTIONS:

1. Ask the team to complete the *How Are You Progressing on Your Learning Journey* handout.
2. Invite any closing remarks. Recognize the good work they have done and your eagerness to continue with them on this journey.



#### FIP TIP

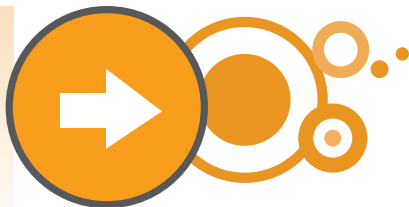
**Have learners self-assess.** This way, you know which teachers are comfortable with the learning so far, so you can intervene appropriately. This self-assessment serves as feedback for you.



# MODULE 1

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## FACILITATOR ANSWER KEYS



## Misconceptions about Formative Instructional Practices

**DIRECTIONS:** Use the explanation of these misconceptions to help teachers fully understand formative instructional practices. Many of these misconceptions will be explored and addressed further in *Foundations of Formative Instructional Practices* Modules 2–5.

### 1. Common Pitfalls or Misconceptions about Formative Instructional Practice

An assessment is viewed as an event or test rather than a process.

#### Why Is This a Pitfall or Misconception?

The act of “assessing”—both formatively and summatively—is a process. The difference between formative and summative assessment is in its purpose. When formatively assessing, you are gathering and responding to evidence of student learning for the purpose of improving learning and informing instruction. When summatively assessing, the process stops once evidence of student learning is gathered. A judgment is made from the evidence gathered, and new learning targets become the focus.

#### How a Facilitator Could Respond to Support Teacher Learning

The achievement gains that can be realized through formative instructional practices don’t come from a series of tests or a program. They come when teachers and students understand and use formative instructional practices.

Use page 12 in Module 1 to review and discuss how researchers define formative instructional practices (formative assessment).

### 2. Common Pitfalls or Misconceptions about Formative Instructional Practice

Formative instructional practices are an initiative, and “this too shall pass.”

#### Why Is This a Pitfall or Misconception?

Formative instructional practices are about good teaching—they are not a program or initiative. Because these practices are about gathering and responding to evidence of student learning, and grounded in research, they will always be a priority and not an initiative. In fact, engaging in formative instructional practices calls for assessment-literate educators, so it is these practices that make all other assessment-driven initiatives successful.

#### How a Facilitator Could Respond to Support Teacher Learning

Direct participants to Module 1 Download D: Formative Instructional Practices—Ten Lessons Learned.

Ask participants the following:

- Would you consider good teaching to be a program or initiative?
- Shouldn’t good teaching—ensuring quality instruction for every student—always be a priority in schools?



### 3. Common Pitfalls or Misconceptions about Formative Instructional Practice

All formative instructional practices are created equal.

#### Why Is This a Pitfall or Misconception?

Although there are many formative instructional practices that teachers and students use, Black and Wiliam recommend the following practices to raise levels of achievement, based on extensive research:

- Increase opportunities for students to communicate their evolving learning during instruction.
- Increase descriptive feedback, reduce evaluative feedback.
- Increase self- and peer-assessment.

#### How a Facilitator Could Respond to Support Teacher Learning

Direct participants to pages 21-22 of Module 1 to review the key research that supports formative instructional practices (formative assessment) as the way to raise achievement for all students.

### 4. Common Pitfalls or Misconceptions about Formative Instructional Practice

Using formative instructional practices means I have to change everything I do.

#### Why Is This a Pitfall or Misconception?

Teachers already use many formative instructional practices. The shift for most teachers is how intentional these practices are daily, and in how they prepare students to use these practices as well.

Small and strategic changes in teacher and student behavior make a big difference in the effectiveness of formative instructional practices on student learning.

#### How a Facilitator Could Respond to Support Teacher Learning

Direct participants to the following video clips found in Module 1:

- *Teacher Insight* (page 31): Hear what teachers are saying as they embed formative instructional practices into their daily teaching.
- *My Classroom Then and Now* (page 45): Use this video to open up the conversation with teachers about how formative instructional practices transform a classroom.

### 5. Common Pitfalls or Misconceptions about Formative Instructional Practice

I'm already using formative instructional practices (formative assessment). I have learning targets posted in my room.

#### Why Is This a Pitfall or Misconception?

You often hear, "We do formative assessment. We have learning targets."

However, targets are the tip of the iceberg, and their use goes much deeper than simply posting the targets for students to see. Making the learning target visible is a great start; however, the power of the target is when the teacher and student have a shared understanding of exactly what the learning is and what it looks like when a student has mastered or met the learning at varying levels.

Used successfully, the learning target guides teachers and students throughout the teaching and learning process.

#### How a Facilitator Could Respond to Support Teacher Learning

Share with participants that as we move through the next several formative instructional practices online modules, we will discover the real power of clear targets.

The teachers that already post clear learning targets will learn how to further harness the power of these targets to guide the teaching and learning process.



## 6. Common Pitfalls or Misconceptions about Formative Instructional Practice

After administering a formative assessment, teachers always need to reteach and reassess.

### Why Is This a Pitfall or Misconception?

This is true some of the time, but not all of the time. After a formative assessment (formative event), teachers and students need to respond to what the data, or evidence, tells them. Sometimes this will mean reteaching and reassessing, and sometimes it will mean moving on.

It is important to note when teachers reteach or provide enrichment, they also need to provide further practice opportunities before assessing students again.

### How a Facilitator Could Respond to Support Teacher Learning

When planning to use assessment information formatively, consider the following options:

- Will you use the results to group students for reteaching or enrichment?
- Will you use the results to provide students with feedback on their strengths and areas of need?
- Will students use the results to self-assess and set goals for further learning?
- Will students use the results to offer each other feedback?

Module 3: Collecting and Documenting Evidence of Student Learning is a valuable learning experience for this misconception.

## 7. Common Pitfalls or Misconceptions about Formative Instructional Practice

Summative assessments are bad.

### Why Is This a Pitfall or Misconception?

“Summative assessments aren’t bad or wrong. They’re just not formative; they have a different purpose—to report out level of achievement. Mislabeling them as formative will not cause them to generate the achievement gains noted in research studies.” – Formative assessment expert Jan Chappuis, in her book, *Seven Strategies of Assessment for Learning*.

Both formative and summative assessments play an important role in a balanced assessment system.

### How a Facilitator Could Respond to Support Teacher Learning

There are a few options for revisiting this topic:

1. Refer participants to Module 1 Download A: Formative or Summative Chart. This chart serves as a reminder for all educators about the varying uses of assessment and needs of assessment users.
2. Navigate participants through the online version of this activity.
3. Work through Module 1 Download B: Formative or Summative Template. Working through this together is a great way to understand the difference between formative and summative assessment and the need for both.

**8. Common Pitfalls or Misconceptions about Formative Instructional Practice**

Formative instructional practices always play out over a long period of time.

**Why Is This a Pitfall or Misconception?**

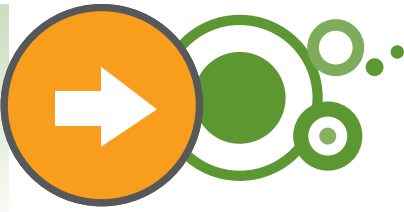
This is true some of the time, but not all of the time. Remember, using formative instructional practices can be both formal and informal.

Teachers and students may use formative instructional practices in a “formal process” that occurs over the course of a week or unit. They can also be used in an “informal process” that takes place in a lesson or even in a matter of minutes.

**How a Facilitator Could Respond to Support Teacher Learning**

Ask participants the following:

- Have you ever gathered and responded to evidence within a lesson or class period?
- How did you or your students use the evidence to get better?



### My Formative Instructional Practices

**DIRECTIONS:** 1. Consider the formative instructional practices used regularly in your classroom.

CASL 2e



2. Record a practice that helps students answer the question, “Where am I going?”



3. Record a practice that helps students answer the question, “Where am I now?”

4. Record a practice that helps students answer the question, “How can I close the gap?”



5. Identify who uses the practice you recorded: you, your students, or both?

6. Identify if each practice you recorded would be considered a *high-impact* practice according to the research of Black and Wiliam.

### COMMON POSSIBLE ANSWERS

Question Students Can Answer	Current Practice	By Whom?	High-Impact Practice?
<b>Where am I going?</b>	<p><i>Create clear learning targets.</i> This includes:</p> <ul style="list-style-type: none"> <li>• Deconstructing complex standards.</li> <li>• Converting learning targets that spring from standards into student-friendly language as needed.</li> <li>• Organizing the learning targets into a logical progression for learning.</li> </ul>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Students <input type="checkbox"/> Teacher and Students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, but creating the learning targets makes the high-impact practices possible.
<b>Where am I going?</b>	<p><i>Share learning targets with students.</i> This includes:</p> <ul style="list-style-type: none"> <li>• Keeping the learning target front and center throughout the learning process.</li> <li>• Ensuring that students understand the learning target.</li> </ul> <p>Three options for sharing include:</p> <div>  <ul style="list-style-type: none"> <li>• Sharing the learning target <i>as is</i>.</li> <li>• Converting the learning target in student-friendly language and then sharing it.</li> <li>• Sharing learning targets using a rubric. This includes introducing students to the language of rubrics.</li> </ul> </div>	<input checked="" type="checkbox"/> Teacher (primarily) <input type="checkbox"/> Students <input type="checkbox"/> Teacher and Students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, but sharing the intended learning or learning targets makes the high-impact practices possible.
<b>Where am I going?</b>	<p><i>Use examples and models of strong and weak work.</i> This includes:</p> <div>  <ul style="list-style-type: none"> <li>• Having students discuss the characteristics of strong work using rubrics as tools.</li> <li>• Having students fix weak work using rubrics as tools.</li> </ul> </div>	<input type="checkbox"/> Teacher <input type="checkbox"/> Students <input checked="" type="checkbox"/> Teacher and Students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, but making the intended learning or learning targets clear makes the high-impact practices possible.



Question Students Can Answer	Current Practice	By Whom?	High-Impact Practice?
<b>Where am I now?</b>	<p><i>Provide students effective feedback (oral, written, individual, and group).</i></p> <p>This includes:</p> <div>  <ul style="list-style-type: none"> <li>• Feedback directed to the learning and not the learner.</li> <li>• Feedback that occurs during the learning.</li> <li>• Feedback that addresses at least a partial understanding.</li> <li>• Feedback that does not do the thinking for the student.</li> <li>• Feedback that is limited to what students can act on.</li> </ul> </div> <p>This also includes establishing a feedback-friendly culture in the classroom.</p>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Students <input type="checkbox"/> Teacher and Students	<input checked="" type="checkbox"/> Yes, Black and Wiliam recommend that we increase descriptive feedback and reduce evaluative feedback. <input type="checkbox"/> No
<b>Where am I now?</b>	<p><i>Teach students how and then have students provide each other effective feedback (oral, written, individual, and group).</i></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Teaching students how to use tools like rubrics and exemplars to guide their thinking.</li> <li>• Modeling for students how to conference.</li> <li>• Having students examine their own work before pairing with others.</li> </ul>	<input type="checkbox"/> Teacher <input type="checkbox"/> Students <input checked="" type="checkbox"/> Teacher and Students	<input checked="" type="checkbox"/> Yes, Black and Wiliam recommend that students engage in peer feedback or peer review. <input type="checkbox"/> No
<b>Where am I now?</b>	<p><i>Assess where students are now—formally or informally.</i></p> <p>This includes collecting and documenting evidence from:</p> <div>  <ul style="list-style-type: none"> <li>• Selected response assessment.</li> <li>• Written response assessment.</li> <li>• Performance assessment.</li> <li>• Personal communication—what we learn from interacting with students (Q &amp; A, interviews, etc.).</li> </ul> </div>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Students <input type="checkbox"/> Teacher and Students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



Question Students Can Answer	Current Practice	By Whom?	High-Impact Practice?
<b>Where am I now?</b>	<p><i>Teach students how to self-assess, and then have students self-assess their own learning—their results—and set goals.</i></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Using tools like rubrics and checklists.</li> <li>• Referring back to exemplars as needed.</li> </ul> <p>Self-assessment and goal setting can occur:</p> <ul style="list-style-type: none"> <li>• <b>Before</b> the learning (a way to clarify understanding of the learning target).</li> <li>• <b>During</b> the learning (while a student is completing an assignment or taking a formative quiz).</li> <li>• <b>After</b>...after the formative event.</li> </ul>	<input type="checkbox"/> Teacher <input type="checkbox"/> Students <input checked="" type="checkbox"/> Teacher and Students	<input checked="" type="checkbox"/> Yes, Black and William recommend that students engage in self-assessment. <input type="checkbox"/> No
<b>How can I close the gap?</b>	<p><i>Plan and deliver focused reteaching, enrichment and revision.</i></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Analyzing evidence—common misconceptions and reasoning errors.</li> <li>• Creating focused tasks or assignments.</li> <li>• Grouping as needed—whole group, small group, or even one-on-one.</li> <li>• Using various assessment methods as teaching tools with students.</li> <li>• Providing focused practice.</li> </ul>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Students <input type="checkbox"/> Teacher and Students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>How can I close the gap?</b>	<p><i>Teach students how to act on feedback, and have them track, reflect on, and share their learning with others.</i></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Modeling for students what to do with feedback once it's given.</li> <li>• Having students document their progress by learning target.</li> <li>• Having students reflect on growth, projects, achievement, and themselves as learners.</li> <li>• Having students share their learning—orally and written.</li> </ul>	<input type="checkbox"/> Teacher <input type="checkbox"/> Students <input checked="" type="checkbox"/> Teacher and Students	<input checked="" type="checkbox"/> Yes, Black and William recommend that students communicate about their evolving learning during the learning. <input type="checkbox"/> No