MODULE 5

STUDENT OWNERSHIP OF LEARNING: PEER FEEDBACK, SELF-ASSESSMENT, AND MORE

MODULE 5 LEARNING TARGETS:

- Know how to prepare students to give each other effective feedback.

- Know how to prepare students to self-assess with a focus on learning targets.

- Know how to prepare students to create specific and challenging goals.

- Know how to prepare students to track, reflect on, and share their learning with others.

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:

CASL 2e — This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

SS — This icon indicates that the text is a quote or paraphrase taken from Chappuis, J. (2009). *Seven strategies of assessment for learning.* Upper Saddle River, NJ: Pearson Education.

List of references:

Module 5 Facilitation Guide: Section II, Activity 2
Students Sharing Their Learning With Others. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 167-173). Upper Saddle River, NJ: Pearson Education.

MODULE 5 FACILITATION AGENDA

MODULE 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More

TOTAL TIME: 3 hours

MODULE 5 LEARNING TARGETS:

- Know how to prepare students to give each other effective feedback.
- Know how to prepare students to self-assess with a focus on learning targets.
- Know how to prepare students to create specific and challenging goals.
- Know how to prepare students to track, reflect on, and share their learning with others.

Section I: Confirming Our Learning

Activity 1: **What Teachers and Students Might Say About Student Ownership of Learning**

Purpose: The purpose of this activity is to clarify common educator misconceptions or pitfalls about student ownership of learning by critiquing what teachers and students might say. *Time: 30 minutes*

Activity 2: **Preparing Students for Peer Feedback**

Purpose: The purpose of this activity is to critique a peer feedback rubric. *Time: 30 minutes*

Activity 3: **Preparing Students to Set Specific and Challenging Goals**

Purpose: The purpose of this activity is to determine if goals are specific and challenging or something else. *Time: 30 minutes*

Section II: Confirming Our Practice

Activity 1: **My Students as Assessors of Learning**

Purpose: The purpose of this activity is for teachers to determine the success of student self- and peer-assessment events in their classrooms *Time: 30 minutes*

Activity 2: **My Students: Tracking, Reflecting On, and Sharing Their Learning with Others**

Purpose: The purpose of this activity is for teachers to determine how successful their students are with tracking, reflecting on, and sharing their learning with others. *Time: 30 minutes*

Section III: Confirming Our Commitment

Activity 1: **Setting Goals for Student Ownership of Learning**

Purpose: The purpose of this activity is for the team to establish some specific and challenging individual or team goals around student ownership of learning. *Time: 20 minutes*

Activity 2: **Reflecting On My Learning Journey**

Purpose: The purpose of the activity is for the all members of the team to reflect on their learning journey. *Time: 10 minutes*

Prior to Facilitating Discussion about Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More

The following checklist can help you plan for a successful meeting about Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More.

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 5.
☐	Review Module 5. This includes reviewing reflection questions and video that might be incorporated into meetings.
☐	Review the Module 5 facilitation materials.
☐	Determine an agenda based on the available time you have to meet. You may need to adapt the provided agenda based on the time available to you. Note that each section may take more than one meeting to get through.
☐	Notify teachers of the meeting time and place. Remind them to bring any notes they recorded when they took Module 5 and to bring the handouts they downloaded.
☐	One week before the scheduled meeting, send copies of the agenda to colleagues.
☐	Make copies of participant resources as needed.
☐	Arrange internet access if you want to be able to refer to Module 5. The activities in this guide do not require internet access.

SECTION I

CONFIRMING OUR LEARNING
ACTIVITIES 1-3

This section includes three activities designed to ensure that teachers have met the learning targets of Module 5: Student Ownership of Learning.

Total Section I Time: 90 minutes
Activity 1: 30 minutes
Activity 2: 30 minutes
Activity 3: 30 minutes

What Teachers and Students Might Say About Student Ownership of Learning

PURPOSE: The purpose of this activity is to clarify common misconceptions or pitfalls about student ownership of learning by critiquing what teachers and students might say.

WHAT YOU'LL NEED

Facilitator Resources: Handout: *What Teachers and Students Might Say about Student Ownership of Learning Answer Key*

Participant Resources: Handout: *What Teachers and Students Might Say about Student Ownership of Learning*

INSTRUCTIONS:

1. Review the learning targets of Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More.

2. Provide each teacher a copy of the handout *What Teachers and Students Might Say about Student Ownership of Learning* and share the purpose of the activity.

3. Working in pairs, have the teachers follow the directions on the handout, deciding whether they agree or disagree with what teachers and students might say about student ownership of learning. They must also provide a justification for their choice.

4. After the pairs have selected their answers, ask each pair to share its responses along with justification of its choices.

5. Use the handout *What Teachers and Students Might Say About Student Ownership of Learning Answer Key* to help facilitate the conversation as needed.

THINGS TO CONSIDER:

- Remember to listen to make sure the groups support their choices with sound and sufficient reasoning.

- Because this is a blended learning experience, feel free to go back into Module 5 as needed.

FIP TIPS

Review learning targets and connect them to prior learning. Students and adult learners need to understand each learning target and how it connects to what they already know. Just posting a learning target doesn't ensure students and adult learners know where they are going.

Remind teachers that too often students don't take ownership of their learning because they don't know how. This is why the learning targets of Module 5 are about preparing students to do so.

Preparing Students for Peer Feedback

PURPOSE: This purpose of this activity is to critique a peer feedback rubric.

WHAT YOU'LL NEED

Facilitator Resources: Handout: *Preparing Students for Peer Feedback Answer Key*

Participant Resources: Handout: *Preparing Students for Peer Feedback*

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Preparing Students for Peer Feedback* and share the purpose of the activity.

2. Working with a partner or as a group, have the teachers follow the directions on the handout, examining the peer feedback rubric and fixing the two weak cells.

3. Ask teachers to share their suggestions for improving the rubric.

4. Use the handout *Preparing Students for Peer Feedback Answer Key* to help facilitate the conversation as needed.

5. Wrap up the activity by asking teachers to share how a rubric such as this would be helpful as they prepare their own students to successfully engage in peer feedback.

THINGS TO CONSIDER:

- This activity is about preparing students to engage in peer feedback. Students need similar preparation in order to self-assess accurately. The preparation student self-assessment includes:

  - **Clear Learning Targets** — Provide clear learning targets so students can assess their work.

  - **Time** — Provide time for students to assess their own work.

  - **Instruction** — Teach students how to self-assess.

  - **Tools that guide** — Provide students the tools they need to guide their self-assessment.

  - **Opportunities to adjust** — Give students opportunities to adjust their learning based on their self-assessment.

FIP TIPS

Point out how this activity demonstrates the value of fixing weak work. Notice how only two of the cells of the rubric require improvement.

Point out that peer feedback is supported in the research as a high impact formative instructional practice. In other words, taking the time to prepare students to engage in peer feedback is time well spent.

Preparing Students to Set Specific and Challenging Goals

PURPOSE:　　The purpose of this activity is to determine if goals are specific and challenging or something else.

WHAT YOU'LL NEED

Facilitator Resources:　　Handout: *Preparing Students to Set Specific and Challenging Goals Answer Key*

Participant Resources:　　Handout: *Preparing Students to Set Specific and Challenging Goals*

INSTRUCTIONS:

1. Revisit the learning targets as needed.

2. Provide each teacher a copy of the handout *Preparing Students to Set Specific and Challenging Goals* and share the purpose of the activity.

3. Working with a partner or as a group, have the teachers follow the directions on the handout, examining the goals set by various students and determining if they are specific and challenging or not.

4. Ask teachers to share their work with the group.

5. Use the handout *Preparing Students to Set Specific and Challenging Goals Answer Key* to help facilitate the conversation as needed.

THINGS TO CONSIDER:

- Remind teachers that we have been setting specific and challenging goals throughout this learning experience. In fact, we have been using one of the goal-setting templates from Module 5 to set our own goals.

- Ask teachers: how often do you have your students set specific and challenging goals? Have you prepared them to do so successfully?

- In lieu of a fourth activity for Confirming Our Learning, we will address the fourth learning target of Module 5 in the next section of this guide.

FIP TIPS

Point out how this activity provides an opportunity to practice providing effective feedback.

Remind teachers that learning-centered, timely goals are the ones that improve student learning.

SECTION II

CONFIRMING
OUR PRACTICE
ACTIVITIES 1-2

This section includes two activities designed to facilitate reflection and discussion about teacher practice related to preparing students to take ownership of their learning.

Total Section II Time: 60 minutes
Activity 1: 30 minutes
Activity 2: 30 minutes

My Students as Assessors of Learning

PURPOSE: The purpose of this activity is for teachers to determine the success of student self- and peer-assessment events in their classrooms.

WHAT YOU'LL NEED

Participant Resources: Handout: *My Students As Assessors of Learning*

FIP TIPS

In order to engage students in self- or peer-assessment, we need to teach them to be critical assessors.

Effective feedback requires trust. Teachers need to build a trusting environment in their classrooms, so students feel safe to share their work and offer constructive criticism to their peers.

Remind teachers that students can self-assess before, during, and after learning.

INSTRUCTIONS:

1. Review how the teacher in the module prepared her students to assess each other. Have the following steps displayed on a flip chart or screen.

   - *Share the learning targets with the students.*
   - *Give students very specific things to look for in their peer's work.*
   - *Ask students to do specific tasks, such as write one positive comment and offer one comment about areas of challenge.*
   - *Model the process.*
   - *Review examples of strong and weak work together.*
   - *Either create a rubric with the students or provide one for them to use as they peer assess.*

2. Ask teachers to talk in pairs to discuss specific examples of times that their students assess their own work and that of their peers.

3. Distribute the handout *My Students as Assessors of Learning.* Teachers will record a few times in recent weeks where they had their own students self- or peer-assess. Teachers will describe the events, how they went, the results, and reflect on the preparation they provided.

4. After teachers have had time to record their thinking, ask them to share with the group.

5. Summarize the overall strengths and areas of improvement for the team. (The areas for improvement would make great goals for the team to work on together.)

My Students: Tracking, Reflecting On, and Sharing Their Learning with Others

PURPOSE: The purpose of this activity is for teachers to determine how successful their students are with tracking, reflecting on, and sharing their learning with others.

WHAT YOU'LL NEED

Participant Resources: Handout: *My Students: Tracking, Reflecting On, and Sharing Their Learning with Others*

FIP TIPS

Remind teachers of all of the examples of students tracking their learning/progress that are available in Module 5.

CASL 2e **Kinds of Conferences (Download N from Module 5) is a chart that lists examples of how students can share their learning with others, organized by the purpose of the sharing, including feedback, goal setting, progress, showcase, and intervention.**

INSTRUCTIONS:

1. Review learning target number four: *Know how to prepare students to track, reflect on, and share their learning with others.*

2. Ask teachers to talk in pairs to discuss specific times that their students track, reflect on, and share their learning with others.

3. Distribute the handout ***My Students: Tracking, Reflecting On, and Sharing Their Learning with Others.*** Teachers will record a few times in the past few weeks where they had their own students track, reflect on, and share their learning with others. Teachers will describe the events, how they went, the results, as well as reflect on the preparation they provided.

4. After teachers have had time to record their thinking, ask them to share with the group.

5. Summarize the overall strengths and areas of improvement for the team. (The areas for improvement would make great goals for the team to work on together.)

SECTION III

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 preparing students to take ownership of their learning.

Total Section III Time: 30 minutes
Activity 1: 20 minutes
Activity 2: 10 minutes

Setting Goals for Student Ownership of Learning

PURPOSE: The purpose of the activity is for the team to establish some specific and challenging individual or team goals around collecting and documenting evidence of student learning.

WHAT YOU'LL NEED

Participant Resources: Handout: *Setting Goals for Student Ownership of Learning*

INSTRUCTIONS:

1. Ask teachers to complete the *Setting Goals for Student Ownership of Learning* handout.

2. Ask teachers to share their goals with the group.

FIP TIP

Have teachers set specific and challenging goals.

Reflecting On My Learning Journey

PURPOSE: The purpose of the activity is for the all members of the team to reflect on their learning journey.

WHAT YOU'LL NEED

Participant Resources: Handout: *Reflecting On My Learning Journey*

INSTRUCTIONS:

1. Ask teachers to complete the *Reflecting on My Learning Journey* handout.

2. Ask teachers to share one of their reflections with the group.

3. Invite any closing remarks. Recognize the good work they have done and your eagerness to continue with them on their journey to intentionally weave formative instructional practices into their daily teaching.

FIP TIP

Remind teachers that we can reflect on achievement, growth/ progress, a specific process, or ourselves as learners. These are the very same things we can have students reflect on, too.

MODULE 5

FACILITATOR ANSWER KEYS

FACILITATOR
ANSWER KEY

What Teachers and Students Might Say About Student Ownership of Learning

DIRECTIONS: With a partner, read what some teachers and students might say about student ownership of learning. Based on what you've learned so far, do you agree or disagree that each statement aligns with formative instructional practices? Be prepared to defend your choice. Return to Module 5 as needed.

1. A teacher might say: "At the end of each grading period, I have students set learning goals. Most choose to work harder or make better grades."

☐ Agree
☑ Disagree

Defend your choice.

Goal setting often goes hand in hand with student self-assessment. Where am I? Based on where I am, what would be a specific and challenging learning goal for me? Setting learning goals also can occur before, during, or after an assessment event. Students need to be prepared to set specific and challenging goals—goals that are likely to lead to further learning. This kind of preparation includes:

- **Short-term goal setting** – Students need to set short-term goals because they work best for taking action now.

- **Evidence examination** – Students need to examine evidence to determine an area in which they need to focus.

- **Guidance** – Students need guidance on how to formulate goal statements relative to the intended learning that are based on their assessment of strengths and areas needing work.

- **Plan of action** – Students need to make an action plan that includes how they will get help if they need it.

- **Realistic timeframe** – Students need to set a realistic time frame and state what they will use as evidence of achieving their goal.

- **Targeted instruction** – Teachers need to plan instruction as needed to help students attain their goals.

---

2.   A student might say: "My teacher wants me to assess my own work, but I don't know how."

☐ Agree

☑ Disagree

Defend your choice.
Students need to be taught how to self-assess accurately. You can do this by modeling self-assessment for students. Student preparation also includes:

- **Clear learning targets** – Provide clear learning targets so students can assess their work.

- **Time** – Provide time for students to assess their own work.

- **Instruction** – Teach students how to self-assess.

- **Tools that guide** – Give students the tools they need to guide their self-assessment.

- **Opportunities to adjust** – Give students opportunities to adjust their learning based on their self-assessment.

3.   A teacher might say: "Some of my students are not capable of self-reflection."

☐ Agree

☑ Disagree

Defend your choice.
Self-reflection means taking a second look. All students can reflect on their learning, but they need to be taught how to do so. Student preparation includes:

- **Clear learning targets** – Students need to understand the intended learning.

- **Matching assignments/assessments to learning targets** – Students need to know which learning target is represented by each piece of assignment or assessment information.

- **Use of evidence** – Students need to know whether each piece of evidence will be used formatively or summatively.

- **Documenting evidence** – Students need to be taught how to document evidence as this can be done many ways.

- **Time and instruction** – Students need to be taught how to self-reflect and be provided time to do so.

4. A student might say: "When I get an assignment back to make it better, I'm not sure what to work on first."

☐ Agree
☑ Disagree

> **Defend your choice.**
> This statement is most likely the result of unfocused feedback. A characteristic of effective feedback is that the feedback is given in an amount that a student can handle. Only when that occurs can students be taught how to engage in focused revision of their work. Another characteristic of effective feedback is that the student receiving it demonstrates at least a partial understanding of the intended learning. If that is not the case, the teacher and student are better served by starting again.

5. A teacher might say: "Contrary to how they are often referred to, self-assessment and self-reflection are not the same thing."

☑ Agree
☐ Disagree

> **Defend your choice.**
> **Self-assessment** centers on reviewing individual pieces of evidence to identify specific strengths and areas for further work. It can occur before, during and after learning. **Self-reflection** refers to a process of looking back over a collection of evidence. It involves students in drawing conclusions about what they have learned, how they have learned it, what worked and didn't work, what they would do differently, or how far they have come.

6. A teacher might say: "If I show my colleagues a few rubric generators on the Internet, they will have the tools they need for better feedback in their classrooms."

☐ Agree
☑ Disagree

> **Defend your choice.**
> With any commercially-developed product or tool, educators still need to be the ultimate experts of any resource used with students, and rubrics are no exception. Only assessment-literate educators can create and/or adapt rubrics to ensure that the wording, symbols and/or levels of quality meet the standards. Moreover, only assessment-literate educators can adapt the language of rubrics to meet the needs of the students doing the learning.

Preparing Students for Peer Feedback

DIRECTIONS: With a partner, examine the following rubric used by a teacher to help his students prepare to engage in peer feedback. How would you "fix" the highlighted boxes so they are descriptive like the others? (If you work with primary students, you may choose to convert some of the language.)

	Ready to Go	Getting There	Getting Started
Trust	The students trust each other. They feel comfortable sharing their work with each other on paper and out loud. The teacher can pair anyone together.	Students are getting comfortable sharing their work with each other, but a few students complain about working with certain classmates. Some pairs of students just don't work.	The teacher is trying to get students to trust each other. There are still students who make others not want to make their work public.
Clear Learning Targets	Before students engage in peer feedback, the teacher shares the learning targets and makes sure students understand them by using examples and models of strong and weak work.	Before students engage in peer feedback, the teacher shares the learning targets, but does not consistently ensure that students understand them.	~~Poor use of learning targets.~~ **Learning targets are not shared before students engage in peer feedback OR they are shared after students have started without the needed clarity around the intended learning.**
Effective Feedback	Students know the characteristics of effective feedback and can independently provide it in the form of both success and intervention feedback.	Students know the characteristics of effective feedback, but require teacher guidance to provide it.	Students know what feedback is and that it is important.
Using Tools and Conducting Conferences	Students are able to provide effective feedback using tools like rubrics. They also are able to independently conduct a peer conference.	Students are able to provide effective feedback using tools like rubrics with teacher support. They also are able to have a peer conference with teacher guidance.	Students know what rubrics are but are not sure how to use them as feedback tools. Students also struggle with keeping on task when conducting peer conferences.
Focus of Feedback	The feedback students provide each other focuses on specific learning targets—not the learner.	~~Good job keeping feedback focused.~~ **The students provide feedback about intended learning, but the feedback is not focused on specific learning targets.**	Students tend to give feedback that is about the learner, not the learning OR they tend to provide feedback on everything.

Preparing Students to Set Specific and Challenging Goals

DIRECTIONS: With a partner, examine the following goals set by students of various ages. You decide: Did the student set a specific and challenging goal or not? What feedback would you provide the students who did not set specific and challenging goals to help get them on track?

Hint: Keep in mind the preparation students need to set specific and challenging goals likely to lead to further learning:

- **Short-term goal setting** — Students need to set short-term goals because they work best for taking action now.
- **Evidence examination** — Students need to examine evidence to determine an area in which they need to focus.
- **Guidance** — Students need guidance on how to formulate goal statements relative to the intended learning that are based on their assessment of strengths and areas needing work.
- **Plan of action** — Students need to make an action plan that includes how they will get help if they need it.
- **Realistic time frame** — Students need to set a realistic time frame and state what they will use as evidence of achieving their goal.
- **Targeted instruction** —Teachers need to plan instruction as needed to help students attain their goals.

Student	Goal	Is this a specific and challenging goal? If no, why not? If yes, how so?	If not, what feedback would you provide the student?
Mark, 6th grader	**To get better grades this year.** I want my grades to be better. My plan of action is to work hard.	No. Why not? • Does not relate to the intended learning • Is not a short-term goal • Evidence is unclear • Plan of action does not say how the student will seek help	Let's start by looking through your math portfolio. Which learning targets do you need some more work on this week?
Sophie, 1st grader	**To put a capital letter at the start of every sentence.** I had trouble with this last week. I am going to use my writing buddy for help tomorrow during writing time.	Yes. How so? • Relates to a learning target • Is a short-term goal • Has a plan for help	**NA**

Student	Goal	Is this a specific and challenging goal? If no, why not? If yes, how so?	If not, what feedback would you provide the student?
Mario, 10th grader	**To finish college.** I want to be the first person in my family to finish. I will accomplish my goal by being a good student.	No. Why not? • Is not related to the intended learning • Is not a short-term goal • Evidence is unclear • Plan is not specific enough	**Answers will vary.** Going to college is an important long-term goal. What is a short-term goal in this HS Biology class that would help you improve this week?
Nathan, 5th grader	**To understand the roles of organisms in an ecosystem.** I tried to just memorize, but was not successful. Tonight, I am going to draw a food web so I can see the roles clearly.	Yes. How so? • Relates to the intended learning • Is based on evidence—he tried to memorize and recognized that he was not successful • Has a clear and immediate plan	**NA**