



MODULE 5

PARTICIPANT HANDOUTS



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 5 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Module 5 Participant Handout: Section III, Activity 1

Goal Setting Form. R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis, (2004) *Classroom assessment for student learning* (p. 369). Upper Saddle River, NJ: Pearson Education.

Module 5 Participant Handout: Section III, Activity 2

Reflecting on Learning. Chappuis, J. (2009). *Seven strategies of assessment for learning* (pp. 159-165). Upper Saddle River, NJ: Pearson Education



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.

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.

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

Agree

Disagree

Defend your choice.



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.

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.

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.



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.
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.	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? <ul style="list-style-type: none"> • 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.		



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?
<i>Mario, 10th grader</i>	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.		
<i>Nathan, 5th grader</i>	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.		



My Students as Assessors of Learning

DIRECTIONS: On your own, record a few times in the past several weeks where you had your students self- or peer-assess in order to advance their learning. How did it go? Did the process result in further learning? Do you feel as if they were adequately prepared to be successful?

Describe the self- or peer-assessment (peer feedback) event.	How it went ...	The result ...	Reflection on preparation...
<i>Students critiqued their own two-tiered timelines in social studies.</i>	<i>I seemed to have the same students at my desk asking what exactly they should be doing.</i>	<i>The students who already knew how to create two-tiered timelines did well, and the other students' results were mixed.</i>	<i>Even though I shared the learning target with the students, they were not equipped with the tools and knowledge about timelines they needed in order to be successful. I should have shared several examples of timelines with them first.</i>

Preparing Students to Self- and Peer-Assess

My Strengths: _____

My Areas for Improvement: _____



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

DIRECTIONS: On your own, record a few times in the past several weeks where you had your students track, reflect on, or share their learning with others. How did it go? Did the process result in further learning? Do you feel as if they were adequately prepared to be successful?

Describe the event.	How it went ...	The result ...	Reflection on preparation...
<p><i>Students used one of the tracking sheets I had downloaded from Module 5. They tracked their learning by learning target.</i></p>	<p><i>Students marked their tracking sheets daily with formative and summative evidence collected.</i></p>	<p><i>Students were able to use their tracking sheet to identify strengths and areas for improvement and proceed to set specific and challenging goals.</i></p>	<p><i>Keeping a model tracking sheet was helpful. In the future I need to better monitor the students' tracking sheets from the beginning to make sure what they are recording is accurate.</i></p>

Preparing Students to Track, Reflect on, and Share Their Learning with Others

My Strengths: _____

My Areas for Improvement: _____



Setting Goals for Student Ownership of Learning

DIRECTIONS: Write one or two specific and challenging goals that you have for student ownership practices in your classroom. Feeling stuck? Check out the example.

CASL 2e



NAME:

DATE:

Goal(s):
Current level of achievement:
Evidence:
What I/we need to learn:
Plan of action:
Support needed:
Time frame:
Evidence of achieving goal(s):

The Importance of Student Ownership or Involvement

“Student involvement is the central shift needed in our traditional view of assessment’s role in teaching and learning. The decisions that contribute the most to student learning success are made, not by adults working in the system, but by students themselves. Students decide whether the learning is worth the effort required to attain it. Students decide whether they believe they are capable of reaching the learning targets. Students decide whether to keep learning or to quit working. It is only when students make these decisions in the affirmative that our instruction can benefit their learning.”

Jan Chappuis, Rick Stiggins, Stephen Chappuis, and Judith A. Arter in Classroom Assessment for Student Learning, 2nd edition, 2012 (p. 8)



Goal Setting—Example



NAME: OSCAR CHALMERS (AND TEAM)

DATE: NOVEMBER 21

<p>Goal(s) or learning target(s): <i>1. Prepare students to engage in peer feedback. 2. Prepare students to track their own learning.</i></p>
<p>Current level of achievement: <i>When we explored our student ownership practices, peer feedback and students tracking their own learning were both areas that our team identified for improvement.</i></p>
<p>Evidence: <i>In our team meeting, we documented as a group that these two areas either 1) Need more preparation or 2) Are not really happening in our classrooms.</i></p>
<p>What I/we need to learn: <i>We need to learn how to better prepare our students to engage in peer feedback and track their own learning.</i></p>
<p>Plan of action: <i>Each of my team members is going to use the peer feedback rubric we fixed to guide how we prepare our students to engage in successful peer feedback. Each of us is also going to have our students track their progress by learning targets.</i></p>
<p>Support needed: <i>We need the Peer Feedback Rubric we fixed. We also need the following download from Module 4: Download 5: Student's Tracking Progress by Learning Target.</i></p>
<p>Time frame: <i>Three weeks</i></p>
<p>Evidence of achieving goal(s): <i>1. Evidence of students improving their learning as the result of a peer feedback conference 2. Our students' tracking sheets successfully organized by learning targets</i></p>



Reflecting On My Learning Journey

DIRECTIONS: Reflect on your learning journey of formative instructional practices by responding to the prompts questions below.



1. Reflect on ... growth.

I have become better at _____ .
I used to _____ ,
but now I _____ .

2. Reflect on ... yourself as a learner.

What did I learn about myself as a learner by engaging in this learning experience?

3. Reflect on ... achievement.

What learning targets have I mastered?

What do I still need to work on?

4. Celebrate!

What did I enjoy learning about the most?