

	Know where the learner is going	See where the learner is right now	Take actions for getting there
Teacher	Clarifying and sharing learning targets and criteria for success	Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of learning	Modify instruction and providing “actionable” feedback that moves learners forward
Peer	Understanding and sharing learning targets and criteria for success	Asking questions to understand others’ ideas and serving as instructional resources for one another	
Learner	Understanding learning targets and criteria for success	Taking ownership of their own learning, responding to feedback, and monitoring own progress measured by criteria for success	

(Table modified from William and Thompson, 2007)

Talk with your groups:

To what extent do you currently share learning targets and criteria for success with your students?

To what extent are your students involved in the learning process as mentioned in the table?

Scenario 1:

Antonio is a seventh grade student who struggles in math. He gets back a quiz on solving percent problems. The answers are marked with an “X” if they are incorrect and left blank if they are correct. Out of the 10 questions, Antonio got 3 correct. His teacher asks Antonio to correct his mistakes for homework.

Scenario 2:

The teacher passes back a graded assessment. The teacher asks all students who earned an “A” to stand up. The teacher gives each student who earned an “A” a sticker to place on a chart posted on the class bulletin board.

Scenario 3:

The teacher passes back a graded assessment and assigns students to groups based on their grades. The teacher gives students who made an “A” or “B” an enrichment assignment, students who made a “C” an assignment that reiterates the material on the assessment, and personally goes over the graded assessment with students who made a “D” or “F”.

Scenario 4:

Students are giving a problem to solve. The teacher first asks the students to read and think about the problem. Then the students are asked to write down their potential strategies for solving the problem on a dry erase board. The teacher asks students to share their strategies with their partners. Students then solve the problem with their partners.

Scenario 5:

The teacher provides a task for students to review. The teacher provides good solutions and not so good solutions to the task. Students are then asked to determine criteria to judge the solutions to the task. The teacher then provides the students with a similar task and assesses the task using the student determined criteria.

Scenario 6:

A teacher has just finished a math lesson and the students are working in either pairs or alone, their choice. The teacher notices that Maria is working alone, again. She works for a moment, and then daydreams out the window. Maria’s face often looks emotionless or blank. The teacher has seen her cry during tests and also at times during individual or partner class work. The teacher continues to let Maria work alone, after all this is her choice.

Scenario 7:

Jon turns in an assignment where most of the answers and explanations are incorrect. Because it seems he has misunderstood the concepts, the teacher turns it back to him with “Please See Me” on it so the teacher can discuss it with him. Two weeks later he still hasn't come to see the teacher and has now turned in another assignment with the same mistakes. The teacher again writes “Please See Me” on the assignment but has no further contact with Jon.

Scenario 8:

It's the beginning of a new unit; the teacher provides a list of “I Can” statements to students outlining the objectives that will be taught in the next unit. Students are asked periodically throughout the unit to reflect on the “I Can” statements.

Scenario 9:

In trying to get students to think about how and what they are learning, the teacher models her thought processes while teaching a particular concept. The teacher verbalizes what she is thinking as she proceeds through each step of solving the problem. Students are then given a similar problem and are asked to verbalize their problem solving strategies and thought processes to a partner.

Scenario 10:

Denise receives an assessment back with a grade “C”. She looks over the assessment and sees that the teacher has provided very specific feedback. For example, on question #3, the teacher wrote, “Check your multiplication” and on question #7, the teacher wrote, “Substitute your answer back in to the original problem”. The teacher has asked Denise to correct her mistakes for homework; Denise feels confident that she can fix her mistakes.

Scenario 11:

Students are asked to get out their homework. The teacher reads the correct answers, then asks students to put their homework in the bin and proceeds on to the next lesson. The homework assignment is not returned to students.

Scenario 12:

The teacher gives back a graded assessment. The teacher asks all students who earned an “A” to stand up. The teacher gives each student who earned an “A” a sticker to place on a chart posted on the class bulletin board.

Scenario 13:

Students took a 10 question assessment on Monday. The teacher provided specific feedback to students and then returned the assessment on Tuesday. The students did not receive a grade; instead students were asked to rework the assessment using the feedback provided by the teacher. Students were given additional time in class to redo the assessment.

Group Responsibilities-

**Situation Summarizer
Measurement Specialist
Computation Kid
Vocabulary Master**

**Idea Guru
Model Maker
Link Master
Path Finder**

The Situation Summarizer's responsibilities

- 1. Make sure everyone is on task and doing his/her responsibility.**
- 2. Make sure everyone understands each step.**
- 3. Help with the math.**
- 4. Make sure everyone helps contribute to the final product.**

The Measurement Specialist's responsibilities

- 1. Accurately measure and mark all parts of models created by the Model Maker.**
- 2. Double check the Math Whiz's calculations.**
- 3. Find necessary conversions within every problem confronted by your group.**

Computation Kid

- 1. Use a calculator or paper to complete any math that your group thinks is necessary for the problem.**
- 2. Record all calculations.**
- 3. Double check all the calculations.**

Vocabulary Master

- 1. Make sure that everyone in the group understands what you are being asked to do.**
- 2. Look up, define, and record any words or concepts you are unfamiliar with.**
- 3. Record and label any formulas used to solve your problem.**

Idea Guru

- 1. Record all ideas both ideas you use and don't use.**
- 2. Give credit to the person who comes up with the idea.**
- 3. Assist in developing ideas of your group members and don't forget to give credit to yourself when necessary.**

Model Maker

- 1. Create a visual representation of your problem.**
- 2. Assist all other group member is creating a model when necessary. Create a drawing of any such models.**
- 3. Work with the Measurement Specialist to label all parts of any drawing you create.**

Link Master

- 1. Assist in all aspects of the group problem solving process.**
- 2. Think of past learning experiences that relate to this problem.**
- 3. Use the ideas from other members to link what you have learned to their ideas.**
- 4. Record all possible learning links for this activity.**

Path Finder

- 1. Assist in all aspects of the group problem solving process.**
- 2. Record the steps your group took in solving the problem. (both correct and incorrect steps)**
- 3. Identify the key idea that helped you solve the problem.**

Situation Summarizer

Name _____

State the problem/question:

Restate the problem in your own words:

List the knowns and unknowns: (what information are you given?)

List the steps that led to the solution:

Record information necessary to present your results:

Measurement Specialist

Name _____

State the problem/question:

List all measurements in the problem or that you took:

Work Area for double checking Computation Kid:

Conversions and units rates found in this problem/question:

Computation Kid **Name** _____

State the problem/question:

You are responsible for performing and recording all computations during the activity. Record this information on this form.

- **Mathematical problem and calculations (show work)**
- **Solution**
- **What the solution was used for in the problem**
- **Repeat for all calculations**

Vocabulary Master **Name** _____

State the problem/question:

Terms and Definitions:

Anything your group does not understand about the problems:

Formulas used:

Idea Guru Name _____

State the problem/question:

Keep a list of the different ideas that were discussed, who presented them, and how useful the ideas were in finding the solution.

Idea	Author	$\sqrt{+}$	$\sqrt{\quad}$	$\sqrt{-}$

.....

Model Maker Name _____

State the problem/question:

Record all drawings in the space below and label every part of your drawing using both words and numbers.

Link Master **Name** _____

State the problem/question:

List past activities, concepts, and topics that are related to or helped you solve this problem:

Path Finder **Name** _____

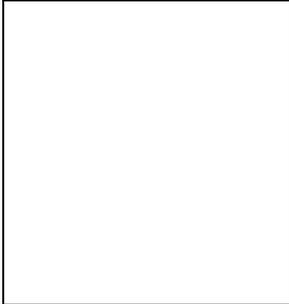
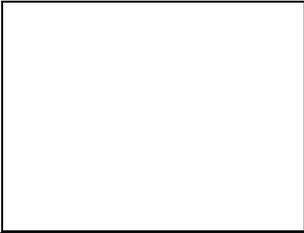
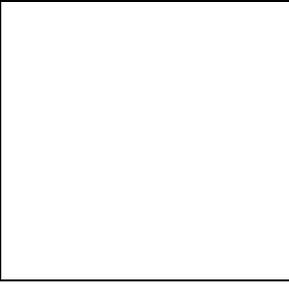
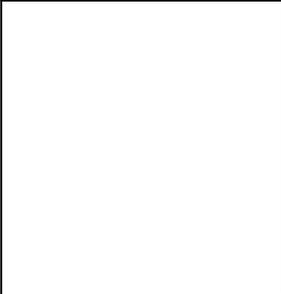
State the problem/question:

Record the steps your group took to solve the problem. This includes calculations and groups done by your group.

Key idea that helped your group come to your solution:

Group Task Cards

To assign roles to every group member

<p>Facilitator: Keeps the group on task and makes sure that everyone is contributing</p> 	<p>Recorder: Keeps notes on important points made by members of the group, records work, and writes final summary</p> 
<p>Reporter: Shares group summary with the whole group and asks questions for the group</p> 	<p>Materials Manager: Picks up, distributes, collects, turns in, and puts away materials, manages materials during group work</p> 
<p>Time Keeper: Keeps track of time and reminds group of how much time is left</p> 	<p>Checker: Checks for accuracy and clarity of thinking during group discussions, may check accuracy of written work</p> 

Student Self-Assessment Before Feedback

Reflect on your participation in class today:

- I learned...
 - I was surprised that I...
 - I noticed...
 - I discovered...
-

Quick Writes:

- Describe how you feel about solving...
 - Explain in your own words what a proportional relationship means.
 - Explain in your own words what subtraction means.
 - Explain what you think is most important about fractions.
-

Pause & Think:

- Part I understood the best was...
 - I'm still confused by...
 - Two things I learned are...
 - One question I still have is...
 - I already knew about...
 - One thing that I know that wasn't mentioned is...
 - I'd like to know more about...
-

Margin Symbols: While completing a problem set, have students draw symbols in the margin to identify their level of understanding.

✓ Easy

✗ Difficult

☆ I can teach someone else

☺ I need a partner

⌚ I need additional time

↓ I need help

Index Cards:

- Recall Card: Write three points from the last lesson
 - Exit Card: Two things I learned and one question I have
-

Cups and Lights: Use Solo cups or create laminated cards for students to display during a lesson

- Color System to alert teacher
 - ✓ Green: "I've got it."
 - ✓ Yellow: "I understand some of it, but not all of it."
 - ✓ Red: "I don't get it at all."
-

Student Self-Assessment Throughout Learning and Assessment

“What I know about...” Chart

To be started before beginning a unit of study:

What I know about fractions:
First Date of Unit 9/12
9/15
9/20
9/23
Last Date of Unit: 9/27

Goal Planning Form

Goal: What do I need to get better at?	Steps: How do I plan to do this?	Evidence: What evidence will show that I have achieved my goal?
Time Frame	Begin:	End:
To get better at I could...		
One thing I am going to start doing is...		
One way I will know I am getting better is...		

Student Strengths and Weaknesses Before Feedback (6-8)

1. Make a numbered list of the learning targets assessed on the quiz/test.
2. On the chart, “Identifying Your Strengths and Opportunities for Improvement” (found on the next page), complete the following:
 - a. In the “Problem” column, number from 1 to how ever many questions are on the quiz/test
 - b. In the “Learning Target” column, identify which learning target each problem addresses (use the numbered list from Step 1)
3. Give a copy to each student along with the test.
4. As students take the quiz/test, have them note whether they are confident in their responses (“Got it right” or “Not so sure”).
5. Provide actionable feedback to the quiz/test. Hand the quiz/test back along with the numbered list of learning targets.
6. Have students complete the rest of the “Identifying Your Strengths and Opportunities for Improvement” chart following the directions.
7. Students identify their strengths and opportunities for improvement by completing the “Analyze Your Results” portion (found on the following pages).

Adapted from *Classroom Assessment for Student Learning* by Stiggins, Arter, J. Chappuis, and S. Chappuis

1. After your quiz/test has been assessed, identify which problems you got right and wrong, mark the “Right” and “Wrong” columns.
2. Of the problems that were incorrect, identify which ones were due to simple mistakes; mark the “Simple Mistake” column. It’s considered a simple mistake, if you can see how to correct it without asking for help.
3. For the remaining incorrect answers, mark the “Further Study Needed” column.

Adapted from *Classroom Assessment for Student Learning* by Stiggins, Arter, J. Chappuis, and S. Chappuis

Analyzing Your Results

MY STRENGTHS

To identify your strengths, write down the learning target numbers for the questions you felt confident about and got right. Write a brief description of the problem and/or learning target.

Learning Target Number	Learning Target and/or Problem Description

MY OPPORTUNITIES FOR IMPROVEMENT

Write down the learning target numbers for the questions you marked under “Further Study Needed” (problems you got wrong, not because of simple mistakes). Write a brief description of the problem and/or learning target.

Learning Target Number	Learning Target and/or Problem Description

WHAT I NEED TO REVIEW

Do the same thing for the problems you were unsure of but got right, and for the problems on which you made simple mistakes.

Learning Target Number	Learning Target and/or Problem Description

WHAT TO DO NEXT:

Adapted from *Classroom Assessment for Student Learning* by Stiggins, Arter, J. Chappuis, and S. Chappuis

My Self-Assessment

Answer these questions and staple this page to your test corrections and your test.

1. I reviewed all along for the test (Yes or No) and I spent ___hours studying for it.
2. This is how I planned and studied for the test; the most effective strategy that I used to get ready for the test was...
3. Did I feel ready the day of the test? Why? Why not?
4. Did I attend a review session or study with someone? (Yes or No) Explain how this was useful.
5. What were your areas of strength on this test? How do you know?
6. What concepts or skills were difficult for you on the test? How might you improve in these areas?
7. Overall were you pleased with the results of your test? Explain.

Error Analysis

Name: _____

Date: _____

Question Number and Section of Quiz/Test	Reason for Missing the Question	New Work and New Answer (Must show work to receive credit!)	How Did You Get Your New Answer?
	<ul style="list-style-type: none"> • Calculation Error • Careless Mistake • Reading Error • Did Not Understand • Guessed • Other (Explain): _____ _____ _____ 		<ul style="list-style-type: none"> • Reviewed My Notes/Textbook • Corrected a Careless Mistake • Corrected a Reading Error • Asked the Teacher to Explain • Asked a Friend to Explain
	<ul style="list-style-type: none"> • Calculation Error • Careless Mistake • Reading Error • Did Not Understand • Guessed • Other (Explain): _____ _____ _____ 		<ul style="list-style-type: none"> • Reviewed My Notes/Textbook • Corrected a Careless Mistake • Corrected a Reading Error • Asked the Teacher to Explain • Asked a Friend to Explain
	<ul style="list-style-type: none"> • Calculation Error • Careless Mistake • Reading Error • Did Not Understand • Guessed • Other (Explain): _____ _____ _____ 		<ul style="list-style-type: none"> • Reviewed My Notes/Textbook • Corrected a Careless Mistake • Corrected a Reading Error • Asked the Teacher to Explain • Asked a Friend to Explain

Strategies for Promoting Peer Assessment

Two Stars and a Wish

- Students work in pairs
- Each provides 2 positive, math specific comments for the other
- Each suggests an improvement as a “wish”

Showdown

- Students get into groups of four
- Captain draws a card and reads the question;
- Group discusses question
- Group members answer individually on dry erase boards or clip boards with paper
- When all are finished, Captain calls “Showdown” and individuals reveal answers
- If all answers are not correct, work together so everyone understands correct answer

Strategies for Encouraging Student Responsibility

- a. For each strategy talk with a partner about what this means for your grade. Note that the strategies are not ordered in any way.
- b. Rank the strategy according to how helpful you believe it can be in your own classroom. (1=Not Helpful 2=Somewhat Helpful 3=Helpful 4=Very Helpful).
- c. Describe your current use of the strategy. (1=Never tried it 2=Use occasionally 3=Use often 4=Use Very Consistently)
- d. Rank your level of commitment to try the strategy. (1=Will NOT Try 2=Undecided 3=Will Try Sometime 4=Definitely Will Use)

Strategy	Helpful	Currently	Commitment
1. Define learning targets clearly			
2. Communicate criteria for success			
3. Students help define criteria for success			
4. Give students feedback as a class			
5. Give “actionable” feedback to individuals			
6. Use a variety of assessment formats			
7. Have students work with partners or in groups			
8. Help students set goals and chart progress			
9. Use student inventories for self-assessment and metacognition			
10. Use “response to test” inventories (error analysis)			
12. Use rubrics for self-assessment and scoring			
13. Provide time for student reflections			
14. Provide immediate feedback			
15. Use exit cards for student to give you feedback			
16. Use journal prompts and organized notebooks			
17. Use “Two Stars and a Wish” for peer assessment			
18. Use “Showdown” for peer assessment			