

Viewing Protocol

Title: Using a Learning Progression to Help Students Work Towards Clear Goals

Link: <https://vimeo.com/55951746>

Grade: 1

Learning Goals and Success Criteria

The teacher states at the beginning of the lesson that students are ready to begin setting writing goals for themselves. She asks students to determine where their writing falls along a writing progression and to determine what goals they want to set for themselves (to better teach readers about the topic they are writing on). The learning progression includes specific attributes of informational writing that serve as success criteria, i.e., “stretching out” facts using examples, comparisons, specific details, small actions, and definitions.

What do you notice about the Learning Goals and Success Criteria? What commendations and/or suggestions would you offer for this teacher?

Eliciting and Interpreting Evidence

The teacher elicits evidence of student learning through asking questions and conferencing with individual students as they reflect on their writing. For example, she asks students questions specific to attributes of the progression they’re using, e.g., was a written statement a fact or did the student stretch it out with use of a comparison. This relates directly to students’ learning levels.

What do you notice about the teacher Eliciting and Interpreting Evidence? What commendations and/or suggestions would you offer for this teacher?

Taking Pedagogical Action

In response to reviewing student writing and hearing student reflections on their work, the teacher asks students probing questions about what goals they can set (e.g., Is their writing teaching readers “just a little” based on the progression stages?). She then provides individual feedback. For example, after a student reads a statement out loud to the teacher and they establish together that it is only a fact that’s expressed, she asks, “What can we do to push ourselves over here (referring to the progression)? What goal can you set for yourself?”

What do you notice about the teacher Taking Pedagogical Action? What commendations and/or suggestions would you offer for this teacher?

Student Self and Peer Assessment

The students are engaged in self-assessment of their writing during the lesson. They are provided with a learning progression used to “place” where their writing lies along the continuum. Students also use the learning progression to identify writing goals for themselves. Based on these goals, students take action and revise their writing. For example, one student decides that in order to push his writing on transportation, he will add an example about helicopters.

What do you notice about the Student Self and Peer Assessment? What commendations and/or suggestions would you offer for this teacher?