

Viewing Protocol

Title: Using a Learning Progression to Support Self-Assessment and Writing about Themes in Literature **Link:** <https://vimeo.com/55951743>

Grade: 4

Learning Goals and Success Criteria

The teacher talks with students about how they have used learning continuums in the past to orient them to how they will be using the theme continuum in the day's lesson. She states that students will be using the theme continuum to help them think about themes that come up in their reading. She doesn't otherwise communicate information to students related to the day's learning goals or success criteria. Students set personal learning goals for themselves after they and their peers review their writing.

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, listening as students share with peers, and listening as individual students reflect with her on their writing. For example, the teacher asks one student, "What type of goal would you set for yourself for the next time you think about theme?" She has also structured the lesson so that students can present evidence of their learning to one another and can actively engage in interpreting and responding to that evidence to support one another's learning.

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

The teacher guides students through the process of analyzing their writing in relation to the progression/continuum and providing feedback to one another. In response to listening to students' self and peer-assessments, the teacher asks students probing questions and makes clarifying statements to further their thinking. Most of the lesson consists of students responding to one another's work vs. the teacher providing input.

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 continuum to “place” their writing at one of its levels. Students also use the learning continuum to identify writing goals for themselves. Peers provide feedback to each other related to where the writing fits along the continuum. For example, one student receives feedback that his writing may be a “2” because it doesn't yet establish a pattern through his chosen examples, which is needed to illustrate the theme. Based on goals students set for themselves, they plan to take action and revise their writing.

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