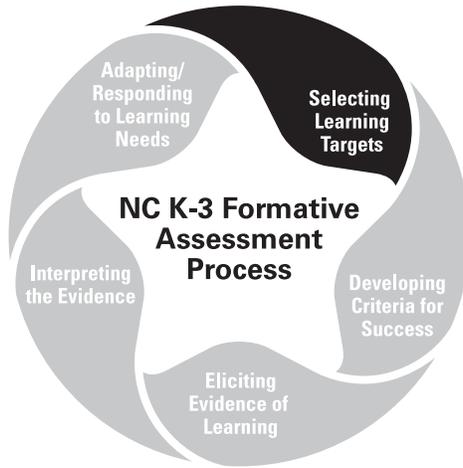




SELECTING LEARNING TARGETS



SELECTING LEARNING TARGETS



In order for teachers and students to know where to head next in the students’ learning and development, learning targets need to be identified. The teacher uses the current learning status (**What does the student currently know?**) and engages students in the development of learning targets (**What is the next understanding/skill the student needs to learn?**).

| CRITICAL COMPONENT: SELECTING LEARNING TARGETS | |
|---|--|
| Core Element | Expected Implementation |
| <p>LEARNING TARGETS: Learning targets are the building blocks of learning of concepts/ skills/practices (e.g., a step along the construct progression). Learning targets reflect the learning that teachers expect students to achieve in an instructional sequence (e.g., 1-2 lessons) and are developed with students (when appropriate) and stated in language that students can understand (e.g., “I can ...” statements).</p> | <p>Uses the current learning status and engages individual students in the development of learning targets (when appropriate) in meaningful and appropriate ways to support learning (e.g., using “I can ...” statements).</p> |

Because the NC K-3 Formative Assessment Process focuses on the whole child, learning targets are identified across **5 Domains of Learning and Development**. In addition, **construct progressions** are used to help identify the learning targets the students need to learn. In this chapter, 1) Background Information, Supplemental Resources, & Key Points and 2) Professional Development Activities, Materials & Resources (e.g., activity directions, handouts, presentation slides, video clips) are provided for these two important components of the NC K-3 Formative Assessment Process.

5 DOMAINS OF LEARNING AND DEVELOPMENT

BACKGROUND INFORMATION

Emphasizing the Whole Child

Although scholars, educators, and policy leaders sometimes parse reports about students into separate silos that address literacy, mathematics, and other subjects, children learn and develop as whole beings. A child’s approach to learning affects that child’s physical well-being, which is necessary for language and cognitive learning and social-emotional development, which reciprocally affect that child’s evolving approach to learning (Dweck, 2006). Thus, progress in one domain does not occur in isolation; it influences the development in other domains (Copple & Bredekamp, 2009). The benefits of a more holistic perspective can extend beyond content areas and developmental domains and apply to culture, race, gender, and ethnicity as well.

All aspects of a child’s learning and development are important to lifelong success, and when fully developed, support children for the current and future challenges and opportunities of our global world (ASCD, 2012).

Given the integrated nature of development and learning across domains, supporting children more adequately in all domains promotes increased positive outcomes in student achievement. Therefore, the five interrelated domains of learning and development included in North Carolina’s definition of school readiness (Ready for School Goal Team, 2000) should constitute the focus of education during the early elementary school years and will serve as the organizing structure for the NC K-3 Formative Assessment Process. These five domains include the following:

1. Approaches to Learning
2. Cognitive Development
3. Emotional-Social Development
4. Health & Physical Development
5. Language Development & Communication

Within each of the 5 Domains of Learning and Development, the NC K-3 Assessment Think Tank developed claims – broad goals that identify the knowledge, abilities, and learning approaches most essential for children to develop during kindergarten through third grade. These claims were used to identify specific constructs for which the assessment would focus. These constructs are currently as follows:

| Domain | Construct |
|--------------------------------------|---|
| Approaches to Learning | Engagement in Self-Selected Activities Perseverance in Assigned Activities |
| Cognitive Development | Object Counting Problem Solving |
| Emotional-Social Development | Emotional Literacy Emotion Regulation |
| Health & Physical Development | Fine Motor Development Gross Motor Development Midline Motor Development |
| Language Development & Communication | Book Orientation & Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning Vocabulary Writing |

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In addition, the content of the NC K-3 Formative Assessment Process is aligned with both North Carolina Foundations for Early Learning and Development, and the Standard Course of Study (Common Core State Standards and North Carolina Essential Standards). Although it will not address every standard, the process will assess the most essential knowledge, abilities, and approaches toward learning.

Five Domains of Learning & Development

Approaches to Learning:

Strong capacities for executive functions (e.g., managing time, paying attention, planning and organizing) and self-regulation (e.g., ability to monitor and control own behavior, emotions or thoughts according to the situation) are consistent statistical predictors of good performance in school (Blair & Razza, 2007; Duncan et al., 2007). Students observed by teachers to be strong on these dimensions early in the Pre-K–Grade 3 period performed better and learned more in reading and math throughout elementary school (Fantuzzo, Perry & McDermott, 2004; Hair, Halle, Terry-Humen, Lavelle & Calkins, 2006; McClelland, Acock & Morrison, 2006; Blair & Razza, 2007; McClelland et al., 2007; Li-Grining, Votruba-Drzal, Maldonado-Carreno & Haas, 2010; Farris, Burke Lefever, Borkowski & Whitman, 2013). When researchers conducted an experiment using teaching tools that specifically strengthened executive functioning capacity, they saw improvement not only in students’ executive functioning but also in their math performance (Holmes, Gathercole & Dunning, 2009; Raver et al., 2011). Many attention and behavior problems that interfere with students’ ability to learn are related to a diminished capacity for executive functions, self-regulation, or metacognition (Kreppner, O’Connor & Rutter, 2001; Vuontela et al., 2013).

Cognitive Development:

Children’s cognitive capabilities provide the foundation for learning that occurs in school and in life. These cognitive skills – including regulating attention, remembering, reasoning, and problem solving – enable children to understand new information and apply it to new situations. Research indicates that strong cognitive skills positively affect educational outcomes (Raver, 2012; Evans & Rosenbaum, 2008; Duckworth & Seligman, 2005). Moreover, the continuing development of cognitive skills, as necessary for ongoing academic mastery, depends upon active engagement in developmentally appropriate education.

Student engagement is vital for successful learning with *current* learning experiences as well as for the continuing development of children’s beliefs, values, and attitudes about learning. In this regard, the early elementary school years are vital for the growth of personal attributions that support continued success in school and, moreover, lifelong learning (Wigfield, Cambria & Eccles, 2012).

Emotional-Social Development:

It is the essential task of teachers of young children to support their students’ social and emotional development. Without attention to this important aspect of development, children’s success cannot be optimized. Simply stated, healthy emotional development and positive relationships are the foundation to children’s ability to explore materials and actively engage in learning. Further, students’ relationships with one another are critical in fostering students’ commitment to school and promoting academic success (Blum & Libbey, 2004; Hamre & Pianta, 2006; Hawkins, Smith & Catalano, 2004; Jennings & Greenberg, 2009). The time and effort teachers put into creating a classroom community centered on caring and mutual respect pay dividends far beyond the initial investment (Hamre & Pianta, 2001; Pianta & Stuhlman, 2004).

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Health & Physical Development:

Physical growth, motor development, and health are central to children’s learning and are fundamental to a lifelong healthy and active lifestyle. Health programs can reduce the prevalence of health risk behaviors among young people and have a positive effect on academic performance (Basch, 2010). In addition, regular physical activity has been shown to result in the prevention of many health risks (Ball & McCargar, 2003). The claims regarding Health & Physical Development encompass the conceptual knowledge needed for supporting healthy behaviors and the application of skills in authentic situations.

Language Development & Communication:

The importance of acquiring and developing language and communication competencies is evident for future success in school and in society. The development of these early competencies is essential to later learning (Snow, Burns & Griffin, 1998), can predict future school achievement (National Reading Panel, 2000), and is fundamental to future success in both school and life (Neuman, Copple & Bredekamp, 2004). This domain integrates foundational skills that children need to acquire, apply, and continue language and communication development. It addresses increasingly complex abilities within the contexts of home, school, and community.

SUPPLEMENTAL RESOURCES

- **Document:** *5 Domains of Learning & Development*
This document provides a definition of each of the five domains and identifies the ThinkTank claims made within each domain. (2 pages)
- **LiveBinder:** *Five Domains of Learning & Development*
This LiveBinder unpacks each of the five domains, providing a more detailed look at the various domains of development and learning. It also provides resources for the integrated nature of teaching, learning, and assessment. This LiveBinder can be used as an independent self-study tool or integrated within a collaborative learning experience (e.g., Professional Learning Community or a staff training session).
- **Webinar:** *5 Domains of Learning & Development (April 2014)*
This recorded webinar presentation supports teachers in assessing the five domains of learning and development as identified by North Carolina’s definition of school readiness and aligned with North Carolina Foundations for Early Learning and Development. Recognizing that all domains of learning are intertwined and that development in one domain affects growth and learning in others, it is essential for educators to support development in these areas in an effort to help children reach their potential. (50 minutes)

For electronic versions of the information provided, please visit <http://nck3fap.weebly.com>.

KEY POINT: The NC K-3 Formative Assessment Process focuses on the whole child.

For purposes of this assessment process, the whole child is comprised of the 5 Domains of Learning and Development. Within each domain are constructs on which the assessment focuses.

| Domain | Construct |
|--------------------------------------|--|
| Approaches to Learning | Engagement in Self-Selected Activities Perseverance in Assigned Activities |
| Cognitive Development | Object Counting Problem Solving |
| Emotional-Social Development | Emotional Literacy Emotion Regulation |
| Health & Physical Development | Fine Motor Development Gross Motor Development Midline Motor Development |
| Language Development & Communication | Book Orientation & Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning School-Related Vocabulary Writing |

PROFESSIONAL DEVELOPMENT ACTIVITIES

| Focus | Activity Title | # | Independent | Face-to-Face | Time | Page # |
|---|----------------|---|-------------|--------------|---------------|--------|
| The NC K-3 Formative Assessment Process focuses on the whole child. | The 5 Domains | 8 | | ✓ | 45-60 minutes | 32 |
| | The 5 Domains | 9 | ✓ | | 45-90 minutes | 37 |

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Learning Focus: *The NC K-3 Formative Assessment Process focuses on the whole child.*



The 5 Domains

45-60 minutes

✓ **Face-to-Face**

Materials:

- *5 Domains* LiveBinder
- *5 Domains* recorded webinar
- *5 Domains* PowerPoint
- *5 Domains of Learning and Development* 2-page handout
- *5 Domains* Participant recording sheet
- Index cards (or other scrap paper)

Pre-Learning Activity:

Prior to this professional development activity, ask participants to explore some or all of the *Five Domains of Learning & Development* LiveBinder or the *5 Domains of Learning & Development* recorded webinar suggested in the supplemental resources on page 30 to become aware of the domains of learning and development.

Directions:

1. Introduce the notion that the NC K-3 Formative Assessment Process focuses on the whole child.

Example Introduction:

The NC K-3 Formative Assessment focuses on the whole child. We know that children develop and learn in an integrated nature. In order to adequately support positive outcomes in student achievement, intentional support and attention to a child’s growth and development in the 5 Domains of Learning and Development are essential. The NC K-3 Formative Assessment Process is organized around the five domains and aligned with the North Carolina Foundations of Early Learning and Development (Birth–Pre-K Standards) and the North Carolina Standard Course of Study (NC Essential Standards and Common Core).

We will consider all 5 Domains of Learning and Development since they are so connected and relate to the whole child. The 5 Domains of Learning and Development are:

1. Approaches to Learning
2. Cognitive Development
3. Emotional-Social Development
4. Health & Physical Development
5. Language Development & Communication

2. Then, provide each participant with the *5 Domains of Learning and Development* 2-page handout, ask participants to independently read the definition and ThinkTank claims for a specified domain, and select word(s) and/or phrase(s) that stand out within the domain’s definition and claims.

3. Next, ask participants to discuss the key words/phrases with table partners.
4. Then, using the *5 Domains* PowerPoint as applicable, review the key ideas for the domain with the participants.
5. Repeat this process with the remaining domains.
6. Conclude the activity by asking participants to write (on index cards) about an aspect of the domains that resonated with them and describe why. Ask each participant to submit his/her thoughts as an exit ticket for later review and planning with the District Implementation Team and your regional consultant.

Follow-Up Activities:

Following this professional development activity, ask participants to explore some or all of the 5 Domains LiveBinder or watch the *5 Domains of Learning & Development* recorded webinar to learn more about these domains of learning and development.

KEY POINT: The NC K-3 Formative Assessment Process focuses on the whole child.

For purposes of this assessment process, the whole child is comprised of the 5 Domains of Learning and Development. Within each domain are constructs on which the assessment focuses.

| Domain | Construct |
|--------------------------------------|--|
| Approaches to Learning | Engagement in Self-Selected Activities Perseverance in Assigned Activities |
| Cognitive Development | Object Counting Problem Solving |
| Emotional-Social Development | Emotional Literacy Emotion Regulation |
| Health & Physical Development | Fine Motor Development Gross Motor Development Midline Motor Development |
| Language Development & Communication | Book Orientation & Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning School-Related Vocabulary Writing |

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THE 5 DOMAINS OF LEARNING AND DEVELOPMENT

1. **Approaches to Learning** addresses how children learn and includes children’s attitudes toward and interest in learning. It reflects behaviors and skills such as curiosity, planning, flexibility, motivation, focus, problem-solving, and persistence. Children show these characteristics in the way they learn in all the domains and curriculum areas.

ThinkTank Claims:

- a. Students can effectively solve problems by defining goals, describing steps, and evaluating alternative strategies in both academic and social interactions.
- b. Students can maintain focus and persevere to accomplish collaborative and individual tasks whether those tasks are chosen by them or assigned to them.
- c. Students can demonstrate curiosity by seeking opportunities – whether independently or in collaboration with peers and teachers – to extend their knowledge.

2. **Cognitive Development** focuses on children’s ability to acquire, organize, and use information in increasingly complex ways. In their search for understanding and meaning, children play an active role in their own cognitive development. They begin to explain, organize, construct, and predict skills that lay the cognitive foundation needed to explore and understand increasingly sophisticated concepts and the world in which they live. They learn to apply prior knowledge to new experiences, and then use this information to refine their understanding of concepts, as well as form new understandings.

ThinkTank Claims:

- a. Students can use content-independent abilities and strategies as well as content-specific skills, processes, and approaches to solve problems and acquire information.
- b. Students can make connections to prior learning, construct knowledge, and demonstrate their understanding using multiple modes of expression.
- c. Students can come to understand themselves as learners and acquire dispositions (attitudes, beliefs, and values) that support their academic engagement.

3. **Emotional-Social Development** includes children’s feelings about themselves and also addresses their ability to relate to others. Learning to manage and express emotions is also a part of this domain. Children’s development in this domain affects their development in every other domain. For instance, children who develop a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle problems or difficulties that may arise.

ThinkTank Claims:

- a. Students can identify and communicate about emotions in themselves and others.
- b. Students can talk about and use strategies to regulate responses to their own emotions.
- c. Students can form and sustain healthy relationships with adults and peers.
- d. Students can use appropriate social skills to interact with adults and peers in school.

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4. **Health & Physical Development** focuses on physical growth, motor development, sound nutritional choices, self-care, and health/safety practices. This domain is the foundation for the future health and well-being of all children. Good physical health and motor development support children’s learning and play a part in their ability to be successful in almost any type of activity.

ThinkTank Claims:

- a. Students can demonstrate conceptual knowledge to support healthy behaviors and the reduction of health risks.
- b. Students can develop skills that contribute to healthy behaviors and the reduction of health risks.
- c. Students can demonstrate competencies in motor skills and movement patterns.

5. **Language Development & Communication** focuses on the foundational skills that children acquire and use in early elementary school and which continue to develop throughout their schooling. These skills include speaking, listening, reading, and writing. This domain encompasses nonverbal and verbal language skills used in understanding language and speaking effectively with others, as well as important emergent literacy skills in early reading and writing. This domain provides an integrated approach for understanding and supporting language and literacy development in children.

ThinkTank Claims:

- a. Students can use and continue to develop effective listening and communication skills (e.g., verbal and nonverbal) for a range of purposes, audiences, and settings/contexts in increasingly complex ways.
- b. Students can acquire and integrate vocabulary, concepts, and the structure of language in increasingly complex ways.
- c. Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts.
- d. Students can acquire the written communication skills that empower students to express their ideas, opinions, and knowledge for a range of purposes and audiences.

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5 DOMAINS PARTICIPANT Recording Sheet

As you read about each of the 5 Domains of Learning & Development, record below key ideas and write specific words or phrases that stand out to you.

| |
|--------------------------------------|
| Approaches to Learning |
| Cognitive Development |
| Emotional-Social Development |
| Health & Physical Development |
| Language Development & Communication |

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Learning Focus: *The NC K-3 Formative Assessment Process focuses on the whole child.*



The 5 Domains

45-90 minutes

✓ **Independent**

Materials:

- *5 Domains of Learning and Development* 2-page handout (electronic version)
- Virtual collaborative space

Directions:

Email participants the *5 Domains of Learning and Development* 2-page handout and a link to a virtual collaborative space (e.g., Google Doc, Padlet, Moodle). Ask participants to read the definitions and claims for each of the five domains and record key ideas, words, or phrases about each domain on the collaborative space. Then ask participants to record questions they have about the 5 Domains of Learning and Development.

Sample Email:

Our aim is to teach the whole child, and we know that children develop and learn in an integrated nature. In order to adequately support positive outcomes in student achievement, we will focus on five interrelated domains of learning. The NC K-3 Formative Assessment Process is organized around these 5 Domains of Learning and Development:

1. Approaches to Learning
2. Cognitive Development
3. Emotional-Social Development
4. Health & Physical Development
5. Language Development & Communication

Please read the attached document about the five domains. Then, go to the virtual collaborative space and respond to the reflection statements. We will discuss the five domains and your thoughts at our next meeting on _____.

Sample Directions for the Collaborative Space:

1. Read the definition and claims about each of the 5 Domains of Learning and Development.
2. For each domain, select key ideas, words, or phrases about the domain and record them on the collaborative space.
3. What questions do you have about the 5 Domains of Learning and Development? Record your questions on the “What Questions Do You Have” space.

As indicated by the district implementation plan, use the responses from the participants, the *5 Domains* 2-page handout, and the *5 Domains of Learning & Development* PowerPoint to follow up with participants to ensure that the key points are clearly understood by all (e.g., grade-level meeting, professional learning community). In addition, acknowledge and address questions as applicable.

Follow-Up Activities:

Following this professional development activity, ask participants to explore some or all of the *5 Domains of Learning & Development LiveBinder* or listen to the *5 Domains of Learning & Development* recorded webinar to learn more about these domains of learning and development.

KEY POINT: The NC K-3 Formative Assessment Process focuses on the whole child.

For purposes of this assessment process, the whole child is comprised of the 5 Domains of Learning and Development. Within each domain are constructs on which the assessment focuses.

| Domain | Construct |
|--------------------------------------|--|
| Approaches to Learning | Engagement in Self-Selected Activities Perseverance in Assigned Activities |
| Cognitive Development | Object Counting Problem Solving |
| Emotional-Social Development | Emotional Literacy Emotion Regulation |
| Health & Physical Development | Fine Motor Development Gross Motor Development Midline Motor Development |
| Language Development & Communication | Book Orientation & Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning School-Related Vocabulary Writing |

CONSTRUCT PROGRESSIONS



BACKGROUND INFORMATION

Construct Progressions Support the NC K-3 Formative Assessment Process

A **construct progression** is a carefully sequenced set of understandings and skills for a particular concept (or subject matter), which moves from a less sophisticated state to a more refined state. By describing a developmental pathway of learning, construct progressions can provide clarity for teachers by clearly articulating the skills that progress for a particular concept. Thus, construct progressions are a powerful tool for assisting in identifying learning targets, defining criteria for success, interpreting evidences of learning, and guiding instructional practices. When teachers understand the continuum of learning in a domain and have information about current status relative to learning goals (rather than to the activity they have designed to help students meet the goal), they are better able to make decisions about what the next steps in learning should be (Heritage, 2008). Construct progressions have been developed in each of the 5 Domains of Development and Learning.

| Domain | Construct |
|--------------------------------------|--|
| Approaches to Learning | Engagement in Self-Selected Activities Perseverance in Assigned Activities |
| Cognitive Development | Object Counting Problem Solving |
| Emotional-Social Development | Emotional Literacy Emotion Regulation |
| Health & Physical Development | Fine Motor Development Gross Motor Development Midline Motor Development |
| Language Development & Communication | Book Orientation & Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning School-Related Vocabulary Writing |

Construct progressions are comprised of 3 parts: 1) understandings, 2) skills, and 3) performance descriptors. **Understandings** identify the major concepts within a particular topic. **Skills** identify the competencies within each “understanding,” ranging from simple to more complex levels. **Performance descriptors** paint a picture of what a child may say, do, make, or write to demonstrate his/her understanding or skill at each stage of the progression. Performance descriptors help teachers make inferences from evidence gathered to identify where the learners’ learning status is along the progression and identify where the students likely need to move next along the continuum of learning and development.

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Construct progressions help teachers identify the next understanding/skill the student needs to learn. When used within a formative assessment process, construct progressions help teachers connect formative assessment opportunities to the short-term goals to keep track of how well their students' learning is moving forward (McManus, 2008). The marriage of construct progressions and high-quality formative assessment strategies answer the following key questions to guide instructor feedback (Hattie & Timperley, 2007):

- *Where am I going?* (What are the goals?)
- *How am I doing?* (What progress is being made toward the goal?)
- *Where to next?* (What activities need to be undertaken to make better progress?)

The better teachers become at managing these three key questions, the stronger the formative assessment process will become- and their instructional benefits will take hold (Pinchok & Brandt, 2009).

SUPPLEMENTAL RESOURCES

- **Document:** *Learning Progressions: Supporting Instruction and Formative Assessment, Margaret Heritage (2008)* – http://www.ccsso.org/Documents/2008/Learning_Progressions_Supporting_2008.pdf
This paper describes the characteristics of learning progressions and how they can support teachers' use of formative assessment. The paper was commissioned and supported by the FAST SCASS. (32 pages)
- **Video:** *"I Can" Statements* – <http://www.nassauboces.org/page/1940>
This YouTube video describes what I Can statements are and identifies the benefits of using them with students. (2 minutes)
- **Wiki:** *NCDPI K-12 Arts Education Instructional Tools* – <http://ances.ncdpi.wikispaces.net/K-12+Instructional+Tools>
This wiki provides a variety of resources to support the Essential Standards for Dance, Music, Theatre Arts, and Visual Arts. Two-page "I Can" Statements documents referenced on this wiki page provides a table of the NC Essential Standards skills and concepts and corresponding "I can" statements for grade bands K-2, 3-5, 6-8 and 9-12 for each of these four K-12 Arts Education areas.

For electronic versions of the information provided, please visit <http://nck3fap.weebly.com>.

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KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student’s current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

CONSTRUCT PROGRESSION

- A construct progression is a carefully sequenced set of understandings and skills for a particular concept (or subject matter). This developmental sequence moves from a less sophisticated state to a more refined state.
- Construct progressions are comprised of 3 parts: understandings, skills, and performance descriptors.

PROFESSIONAL DEVELOPMENT ACTIVITIES

| Focus | Activity Title | # | Independent | Face-to-Face | Time | Page # |
|--|---------------------------------------|----|-------------|--------------|---------------|--------|
| Evidence is used to guide instruction. | Components of a Construct Progression | 10 | | ✓ | 30 minutes | 42 |
| | Putting the Pieces Together | 11 | | ✓ | 45-60 minutes | 44 |

Components of a Construct Progression

30 minutes

✓ **Face-to-Face**

Materials:

- Construct progression of choice (1 copy per participant)
- *Components of a Construct Progression* recording sheet
- *Construct Progressions* PowerPoint

Directions:

1. Distribute the selected construct progression.
2. Ask participants to work with a partner to review each of the components in a way that helps them to create a definition for each of the three components of a progression (Understandings, Skills, and Performance Descriptors) and write the definitions on the recording sheet.
3. Ask selected participants to share their definitions with the whole group, and encourage the participants to adapt and modify their own definition as applicable based upon what was shared. Highlight key ideas as needed.
4. Then, ask participants to discuss:
 - *How could construct progressions help inform the selection of learning targets?*
 - *How will the construct progressions benefit teachers, students, and parents?*
5. Use the Construct Progression PowerPoint to review key ideas and summarize points made during the discussions.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student’s current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

CONSTRUCT PROGRESSION

- A construct progression is a carefully sequenced set of understandings and skills for a particular concept (or subject matter). This developmental sequence moves from a less sophisticated state to a more refined state.
- Construct progressions are comprised of 3 parts: understandings, skills, and performance descriptors.

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COMPONENTS OF A CONSTRUCT PROGRESSION

Recording Sheet

Directions: Use the recording sheet to identify and define the components of a construct progression.

Summarize your thoughts: _____

----- CUT HERE -----

COMPONENTS OF OVERVIEW ACTIVITY

Recording Sheet

Directions: Use the recording sheet to identify and define the components of a construct progression.

Summarize your thoughts: _____



Putting the Pieces Together

45-60 minutes

✓ Face-to-Face

Materials:

- A construct progression of choice, cut up into separate understandings, skills, and performance descriptors (1 per group)
- *Construct Progressions* PowerPoint

Directions:

1. Discuss the three parts of a construct progression with the participants. You may wish to use the *Construct Progressions* PowerPoint.
2. Have the participants form small groups.
3. Distribute a cut-up construct progression to each of the groups and ask them to sort the pieces into the three components of a progression (Understandings, Skills, Performance Descriptors).
4. Once complete, ask groups for any strategies they may have used to help determine where each piece belonged. For example, a participant may have realized that most understandings begin with the phrase, "Children understand".
5. Then, ask participants to attempt to place the understandings in order.
6. Discuss and confirm with the whole group the order of the understandings.
7. Next, ask participants to attempt to place the skills in order- and- align them with the appropriate understanding (e.g., for one understanding there may be three skills).
8. Discuss and confirm with the whole group the order and placement of the skills.
9. Last, ask participants to attempt to place the performance descriptors with the appropriate skill.
10. Discuss and confirm with the whole group the order and placement of the performance descriptors.
11. Conclude by asking participants to reflect upon the progression and the students in their class (or in a class they support). How does the progression reflect where their students are currently along the progression?

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

CONSTRUCT PROGRESSION

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