

Standard III **Element B**

LEVEL 4 AND LEVEL 5 PRACTICES

The impact of successful implementation of the professional practices referenced above in Element B will be students who are able to self-assess their progress towards their learning goals and monitor and revise said goals based on feedback. When students are able to initiate activities to support their own learning, they are more able to discuss their performance with the teacher, family, and/or significant adults.

STUDENTS:

- 9 ***Self-assess on a variety of skills and concepts to set learning goals.***
“Student-led and three-way conferences
Student-led conferences in which students present their learning to their teacher and parents are an opportunity for students to formally reflect on the learning that has taken place over a period of time. This reflection occurs as students prepare for the conference, as well as during the conference itself when they show and explain to their parents what they have learned.”
http://www.assessmentforlearning.edu.au/professional_learning/student_self-assessment/student_strategies_enhance.html

“Self-Assessment and Goal Setting Go Hand in Hand”
<https://www.responsiveclassroom.org/self-assessment-goal-setting-go-hand-hand/>
- 10 ***Discuss performance with the teacher, family, and/or significant adults.***

Page 5
<http://schools.nyc.gov/NR/rdonlyres/74094537-E265-44BE-A841-EBE5C6139714/0/WHEELSStudentLedConferenceHandbook20082009.pdf>

“Student-led conferences have classrooms seeing positive results as students take control of their learning.”
<https://www.illuminateed.com/blog/2016/07/how-student-led-conferences-are-impacting-our-schools/>
- 11 ***Monitor and revise their learning goals based on feedback.***

Best example:
<https://www.washoeschools.net/cms/lib/NV01912265/Centricity/domain/170/21st%20century%20elevator%20guides/SR%20Planning%20Instruction%20for%2021st%20Century%20Learners%20v2%20-%206%20Self-Regulation.pdf>

“Engage students in setting personal learning objectives
Providing opportunities for students to personalize the learning objectives identified by the teacher can increase their motivation for learning (Brophy, 2004; Morgan, 1985; Page-Voth & Graham, 1999). Students feel a greater sense of control over what they learn when they can identify how the learning is relevant to them. In addition, this practice helps students develop self-regulation (Bransford, Brown, & Cocking, 2000). Students who are skilled at self-regulation are able to consciously set goals for their learning and monitor their understanding and progress as they engage in a task. They also can plan appropriately, identify and use necessary resources, respond appropriately to feedback, and evaluate the effectiveness of their actions. Acquiring these skills helps students become independent lifelong learners.”
[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



Classroom Examples

Elementary reading, writing, and communicating: Students are working on the Colorado Academic Standard 2: Reading for All Purposes, Grade Level Expectation 3—Increasing word understanding, word use, and word relationships increases vocabulary.

Third-grade students are assigned vocabulary homework. The teacher elects to assign more complex vocabulary words to a group of students with 6th-grade level vocabulary skills and simpler vocabulary words to a group of students with 1st-grade level vocabulary skills. She assigns vocabulary words based on the students' current skills rather than having all students work on the same list. *(Determines the students' current skill levels and uses that information to plan instruction.)* (Tomlinson, 2001, p. 72).

Elementary reading, writing, and communicating: Students are working on Colorado Academic Standard 2: Reading for All Purposes, Grade Level Expectation 1—Strategies are needed to make meaning of various types of literary genres.

Third-grade students have been learning to identify characters, setting, and major events in a story they are reading. Assessment data show students have mastered identification of characters in stories they hear read and ones they read independently. Based on this information, the teacher develops a read-aloud lesson with the objective: Students will be able to describe the setting of a story using details. *(Determines the students' current skill levels and uses that information to plan instruction.)*

The teacher builds on student knowledge by explaining the setting is where the story takes place. It is where the characters are found. The assessment task is for students to draw the setting based on details provided in the story. *(Selects assessment strategies aligned to the learning objective.)* As students create their illustrations, the teacher circulates and confers with individuals on the details they included. During the conferences, she reminds students of the criteria (time of year, time of day, and three details found in the setting) for their work, which is displayed in kid-friendly language. *(Monitors student learning in relation to the learning objective.)* With her support, students refer to the criteria and apply them to their illustration to identify missing details in their illustration. *(Uses assessment results to guide real-time adjustments to instruction.)* Students displaying an understanding of setting and the criteria required in their illustrations are given sentence strips and encouraged to write a description of the setting using details in their illustration. As the teacher confers with these students, she asks questions that require students to explain why the setting was important to the story. Students who do not have a grasp of the different seasons and/or characteristics of day and night receive additional support from the teacher through the use of examples. The teacher also adjusts instruction by reviewing the book to support students in identifying evidence of the setting. *(Uses assessment results to guide real-time adjustments to instruction.)*

Elementary reading, writing, and communicating: Students are working on the Colorado Academic Standard 2: Reading for All Purposes, Grade Level Expectation 3—Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills.

Fourth-grade students are identifying similes and metaphors in a poem. The lesson begins with students reviewing the definition of each. A student correctly defines simile and provides an example. Another student defines metaphor as “a mean thing to say” and a simile as a “nice thing to say.” *(Monitors student learning in relation to the learning objective.)* The teacher immediately recognizes the second child has misconceptions related to figurative language and adjusts instruction in order to clarify the meaning of similes and metaphors. The teacher

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



provides an example of a simile and metaphor that is “nice” and one that could be viewed as “mean” as well as a non-example of a simile. By quickly making adjustments in the lesson, misconceptions related to the use of simile and metaphor are cleared prior to students identifying each in a poem. *(Uses assessment results to guide real-time adjustments to instruction.)*

Middle school mathematics: Students are working on Colorado Academic Standard 1: Number Sense, Properties, and Operations, Grade Level Expectation 2: Formulate, represent, and use algorithms with positive rational numbers with flexibility, accuracy, and efficiency.

As he begins a 6th-grade math lesson, Mr. Martinez wants to get a quick snapshot of his students’ understanding around number sense. As a warm-up activity, he writes a 9, 36, 54, and 81 on the board and poses the following questions to his students: “Which of these numbers is different from the others? Why?” Mr. Martinez uses open-ended questioning rather than asking students to tell him which number is a non-square so he can gain information on his students’ thinking and understanding of square numbers. *(Determines the students’ current skill levels and uses that information to plan instruction. Evaluates and documents student performance based on multiple measures to set learning goals.)* After allowing students time to think, he asks them if there is another number that is different. After more think time passes, Mr. Martinez tells the students to draw a line on their papers to create an area where they will write down answers from other students that make sense to them. Students then share which numbers they think are different and why. He emphasizes the classroom is a “safe zone” and that everyone’s thinking is important and valued. He encourages them to question their peers if they disagree and need a clearer explanation. One student comments that the 9 is different because it is the only single digit. Another student remarks that the 54 is different because it is the only non-square number. He applies this information to the planning of future lessons to ensure students’ needs are met and grouping arrangements are appropriate. *(Determines the students’ current skill levels and uses that information to plan instruction.)* (Eagle County Schools Professional Practices Rubric, 2012, p. 13. Used with permission.).

High school biology: Students are working on Colorado Academic Standard 2: Life science, Grade Level Expectation 8: The characteristics of one generation are dependent upon the genetic information inherited from previous generations.

The teacher presents the learning objective: Students will apply the principle of co-dominance to determine the parents of infants who were switched at birth. He begins by asking a series of questions to assess student understanding of genetic dominance, alleles, and blood types. Only one student is able to identify his blood type, and few can name more than two blood types. *(Monitors student learning in relation to the learning objective.)* Based on student responses, the teacher stops his instruction and reviews blood types and how an individual’s blood type is determined. This knowledge is critical for students to be successful with the lesson objective. *(Uses assessment results to guide real-time adjustments to instruction)*

Elementary reading, writing, and communicating: Students are working on Colorado Academic Standard 3: Writing and Composition, Grade Level Expectation 1—The recursive writing process is used to create a variety of literary genres for an intended audience.

The learning objective for this 4th-grade lesson on writing is: Students will be able to write a strong paragraph with a topic sentence, at least three supporting sentences, and a summary statement. Each lesson begins with a model in which the teacher shares her writing and has students provide feedback based on the lesson objective and writing rubric. *(Selects assessment strategies aligned to the learning objective.)* The teacher shares her thinking regarding each suggestion and how she decides to apply feedback received. Students are asked to explain how the revisions made strengthened the teacher’s writing. *(Models how to incorporate feedback to improve learning.)* As students add supporting sentences to their writing, they use the writing rubric as a reference to guide their work. The teacher circulates and provides the following feedback:

- Marie, very nice sentences because they include strong details.
- Henry, your first detail is a complete sentence. That’s great. Look at your second detail. What can we add

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



COLORADO
Department of Education

to make it a more complete sentence?

- Louise, if you would like more inspiration, let's look at the story for paragraph details. Good, it's right there. I think you will find some great material for writing details.
Juan, you have three details that will make a great paragraph; what will make a strong summary statement? *(Provides timely feedback to students that is academically focused, frequent, and high quality.)*

The teacher gives students time to apply the feedback to strengthen their writing. *(Provides students opportunities to revise their work based on feedback.)*

High school visual arts—Drawing focus: Students are working on Colorado Academic Standards 1, 2, 3, and 4.

Standard 1: Observe and Learn to Comprehend

High School Grade Level Expectations 1 and 3—Visual Art has inherent characteristics and expressive features; Art and design have purpose and function

Standard 2: Envision and Critique to Reflect

High School Grade Level Expectation 1—Reflective strategies are used to understand the creative process

Standard 3: Invent and Discover to Create

High School Grade Level Expectation 2—Assess and produce art with various materials and methods

Standard 4: Relate and Connect to Transfer

High School Grade Level Expectation 2—Communication through advanced visual methods is a necessary skill in everyday life

Students are learning to draw using formulas and conventions to accurately render space on a two-dimensional plane. The teacher begins by modeling various techniques for drawing objects on paper that portray depth and appear to be three-dimensional. She checks for student understanding of these techniques by assigning simple shapes (rectangle/square) to draw and asks students to apply the modeled techniques. *(Selects assessment strategies aligned to the learning objective. Monitors student learning in relation to the learning objective.)* She also provides students with a list of steps and criteria to follow. As students draw, the teacher moves from student to student to discuss their process and to ask about each student's reasoning for placing the object and the perspective they want to achieve (1-point, 2-point or 3-point). As she confers with each student, she determines if the student should follow along as she provides additional demonstration/modeling of the technique or if she should model a more refined technique for the student. *(Uses assessment results to guide real-time adjustments to instruction.)* Throughout the lesson, the teacher checks for understanding, and models/guides students on how to incorporate the use of technical drawing terminology within their classroom discourse. *(Monitors student learning in relation to the learning objective. Uses assessment results to guide real-time adjustments to instruction.)*

Once students apply the techniques appropriately to the initial shapes, the teacher instructs them to add to their shapes by demonstrating how to include increasingly more difficult shapes (spheres/s-shaped curves). As students produce art examples they are willing to share, she invites others in the class to give feedback to the artist regarding his or her technical application, but first, the teacher offers suggestions on how to provide technical feedback and critique so that all students feel respected. Then, she models how to incorporate the feedback they received into their art. *(Models how to incorporate feedback to improve learning. Provides students opportunities to revise their work based on feedback.)* Because students are demonstrating their mastery of the basic to more refined rendering techniques, she plans the following lesson to include brainstorming possible art pieces to create to incorporate these techniques, such as creating futuristic cityscapes, representational drawings, comic book or gaming environments, or architectural models. *(Determines the students' current skill levels and uses that information to plan instruction.)*

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



COLORADO
Department of Education

Planning/Coaching Questions

- How do you ensure assessments (formative and summative) are aligned to the learning objective? What criteria are used in developing or selecting assessments for the lesson?
- How do you determine criteria for mastery of the learning objective?
- How did you communicate the criteria for mastery to students?
- How do you utilize results from assessments to plan instruction?
- What types of assessments are used to monitor student learning? How do you vary the methods used to check for student understanding?
- At what points in the lesson do you check for student understanding?
- How do you utilize results from assessments to make real-time adjustments to instruction?
- What methods are used to provide feedback to families and/or significant adults?
- How do you ensure that students receive timely feedback that is frequent and high quality?
- How do you plan opportunities to confer with students on their progress towards mastery of learning objectives?
- How do you teach/model for students how to use feedback?
- When can you provide opportunities within the lesson for students to revise their work based on feedback?
- How do you involve students in monitoring their learning?

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



COLORADO
Department of Education