The Power of Learning Targets
Workshop Series Session 3 of 6

A Solution Tree Assessment Literacy Series

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Assessment Literacy for the Leadership Level
Pre / Post / Post Assessment

**Part 1.** Fill in the “Pre” section for each statement below, using the following Confidence Rating numbers for scoring.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I use this strategy / concept infrequently. It would be hard to say that I have mastered it.</td>
<td>I use this strategy / concept with some frequency: I can define this, point out examples of it, and apply it at times.</td>
<td>I use this strategy/concept as an integral part of all that I do. I can point out multiple and varied ways that I integrate it into my teaching.</td>
<td>I regularly model this strategy/concept with my team, making sure everyone is understanding it and employing it accurately.</td>
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<table>
<thead>
<tr>
<th>Statements (rate each statement using the proficiency scale above)</th>
<th>Pre</th>
<th>True Pre</th>
<th>Post</th>
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<tbody>
<tr>
<td><strong>Session 1:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>I unpack my standard(s) to find the learning targets and make the number of targets to be mastered manageable for my learners.</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I make the learning targets visible, available, and interesting for my learners.</td>
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<td></td>
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<tr>
<td>3</td>
<td>I design clear and specific assessment pathways to monitor student learning regarding my targets.</td>
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<tr>
<td>4</td>
<td>I design instruction and assessment based activities throughout the entire unit that will provide learners with information about their progress toward mastering the learning targets.</td>
<td></td>
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<tr>
<td>5</td>
<td>I collaborate with my learners in a manner that empowers them to make appropriate instructional decisions and builds hope and efficacy along the way.</td>
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</table>

**Part 2:** *At the conclusion of the session(s),* use the same confidence rating to fill in the rest of the boxes as you had done the first time. The “True Pre” is where you now realize you were when you began the session and the “Post” is where you think you are now that you have participated in the session.
“Learning targets are the GPS system for students; students can arrive at any target that they can see that holds still for them.”

Rick Stiggins

Talk Partners: Today, the purpose of stating learning targets is misunderstood and the practice of employing learning targets as the GPS system of classroom instruction is under-utilized in the traditional classroom. (talk partner Make a Statement template)

List all of the ways learning targets could be utilized to support instruction:

<table>
<thead>
<tr>
<th>Before Instruction</th>
<th>During Instruction</th>
<th>Through the Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas for student involvement at this level?</td>
<td>Ideas for student involvement at this level?</td>
<td>Ideas for student involvement at this level?</td>
</tr>
</tbody>
</table>
**Backward Design**
(Wiggins & McTighe, 2005)

<table>
<thead>
<tr>
<th>Target</th>
<th>Target</th>
<th>Target</th>
<th>Target</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Curriculum</td>
<td>Instruction</td>
<td></td>
<td></td>
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</tbody>
</table>

**Learning Targets**

A learning target is the smallest, most isolated bit of information that can be extracted from a standard and assessed in isolation. The target is what teachers aim to hit with instruction and it is what they certify was indeed mastered (hit) by each individual learner.

**Learning targets guide instruction.** Collectively, learning targets form the scaffolding to success on the overall standard.

**Learning targets guide assessment design and use.** Targets are assessed formatively to monitor for student mastery. Several data points demonstrating mastery over time would indicate that a learner was ready to certify mastery in a summative assessment.

**Learning targets guide a learner’s instructional decision making.** When teachers provide accurate, specific data regarding learning targets, they make transparent the vision of the target, the learner’s current level of mastery with the target, and specific, focused next steps to attain mastery of the target (Chappuis, 2009; Chappuis, Stiggins, Chappuis, & Arter, 2011; Moss & Brookhart, 2012). The feedback that teachers offer should promote learners’ abilities to self-regulate by activating the following strategies to succeed academically:

- Engaging in self-observation (monitoring one’s activities), self-judgment (evaluation of one’s performance), and self-reactions (reactions to performance outcomes)
- Identifying their academic strengths and weaknesses
- Attributing their successes or failures to factors within their control (e.g., effort expended on a task, effective use of strategies)
- Establishing a repertoire of strategies to tackle the day-to-day challenges appropriately
- Maintaining a growth mindset
- Accepting and even seeking challenging tasks, and then rehearsing and refining knowledge and skills to develop a deep understanding of subject matter

Learning targets are integral to turning control over to the learners and ultimately certifying mastery.
Mapping an Assessment Plan

Common Core Standards, Reading Informational Texts

- RI.8.1. **Target 1**: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as **Target 2**: inferences drawn from the text.
- RI.8.2. **Target 3**: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; and, **Target 4**: provide an objective summary of the text.
- RI.8.3. **Target 5**: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Assessments: homework, quizzes, projects, and tests**

<table>
<thead>
<tr>
<th></th>
<th>H 1</th>
<th>H 2</th>
<th>Q 1</th>
<th>H 3</th>
<th>H 4</th>
<th>Q 2</th>
<th>H 5</th>
<th>Project</th>
<th>Final</th>
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<tbody>
<tr>
<td>Target 1</td>
<td>X</td>
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<td>X</td>
<td></td>
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<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Target 2</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Target 3</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
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<td>Target 4</td>
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<td>X</td>
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<tr>
<td>Target 5</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
</tbody>
</table>

Common Core Standards, Reading Informational Texts

**Target 1**: Introduce precise claim(s),
**Target 2**: Distinguish the claim(s) from alternate or opposing claims, and
**Target 3**: Create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
**Target 4**: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

<table>
<thead>
<tr>
<th></th>
<th>HW</th>
<th>Close Read</th>
<th>HW</th>
<th>Close Read</th>
<th>Q</th>
<th>HW</th>
<th>HW</th>
<th>Close Read</th>
<th>Paper</th>
<th>Essay Exam</th>
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<tbody>
<tr>
<td>Target 1</td>
<td>1,4,6,9, 10</td>
<td>scale</td>
<td>1 - 3</td>
<td></td>
<td></td>
<td></td>
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<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
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<tr>
<td>Target 2</td>
<td>2,3,5,8,7</td>
<td>scale</td>
<td>4-10</td>
<td>Scale</td>
<td>Scale</td>
<td></td>
<td></td>
<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
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<tr>
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<td></td>
<td>Scale</td>
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<td></td>
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<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
</tr>
<tr>
<td>Target 4</td>
<td></td>
<td>Scale</td>
<td></td>
<td>Scale</td>
<td></td>
<td></td>
<td></td>
<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
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</tbody>
</table>

**Which ones will be common?**
**Will they be formative? Summative?**
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Learning targets are integral to turning control over to the learners and ultimately certifying mastery.
Learning targets can be strategic or specific.

**Specific learning targets are context dependent.** They can usually only be assessed during a particular unit of study or in a particular way. For example: “Compare the New Deal policies and its opponents’ approaches to resolving the economic effects of the Great Depression.” Specific learning targets are most often (but not always) measured by right or wrong answers.

**Strategic learning targets are generalizable.** They are not contingent on a specific context, curriculum, or isolated details because they are skills or process oriented. As such, strategic learning targets can be assessed in multiple media over time. For example, the strategic learning target “Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text” can be assessed through a variety of stories or nonfiction literature. It can be assessed over time and across multiple disciplines. Because strategic learning targets are not specific or text dependent, it would be possible to have many plausible answers which would require quality criteria, scales, or rubrics to score student responses for accuracy.

<table>
<thead>
<tr>
<th>Specific Learning Targets</th>
<th>Strategic Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Count to 100 forward and backward.</td>
<td>• Read and write numerals and represent a number of objects with a written numeral.</td>
</tr>
<tr>
<td>• Identify the similarities and differences between a fable and a folktale.</td>
<td>• Recount stories, including fables, folktales, and myths from diverse cultures.</td>
</tr>
<tr>
<td>• Label and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces.</td>
<td>• Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.</td>
</tr>
<tr>
<td>• Name the causes of World War I and reasons for U.S. entry.</td>
<td>• Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
</tbody>
</table>

It is easier to create relevance, increase rigor over time, and build mastery when dealing with strategic learning targets.
A Process for Unpacking Standards

Unpacking a Standard and Creating the Assessment Map

Select a standard and examine the requirements of it. In many cases, it is best to “unpack” the content of a standard using something like the processes outlined below.

In some cases, however, the standard is too heavily laden with content, and unpacking in those instances only creates additional confusion as things start to seem redundant or disconnected. In that case, it’s best to step back and look at the overall standard first and see if you can identify the essence of the standard in a single sentence or even a title of three words or fewer. Once that is done, you can begin the process of finding the individual learning targets (knowledge, reasoning, skill, and product) within the standard itself.

- First, CIRCLE all of the verbs. What will students need to do to complete this standard? Hint: Use the verbs to determine the assessment method.

- Second, UNDERLINE any part of the standard that you believe will require direct instruction in order for students to be successful. These can be verbs you’ve already circled, new knowledge components, or reasoning processes. Hint: These are locations you will likely want to place the formative assessments.

- Third, STAR any skills that require direct observation in the standard. These are the items for which you will specifically watch and/or listen with each student during the performance. If you can evaluate it in the “done” stage, do not put a star next to it. Hint: These require performance assessments and a set of quality criteria for evaluation purposes.

- Fourth, BOX any items or quality indicators that need to be part of required products (if any) for standard completion (e.g., lab report with data displays). Hint: These are performance- and/or product-oriented assessments that will require rubrics.

- Using the mapping template provided, write a brief description of a summative assessment for the standard. If the overall product is not named, identify what it might be in the margins.

Finally, write a brief description for the assessment map of scaffolded assessments (summative/formative and individual/common assessments) that will both give you valuable insight into student readiness and help teacher and learner alike identify additional instruction and assessment supports so learners will be successful with the overall summative. Add any sense of a timeline you have considered to make it all manageable.
Today’s Standards
Productive Group Work

Kindergarten

Comprehension and Collaboration

- **CCSS.ELA-Literacy.SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - **CCSS.ELA-Literacy.SL.K.1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - **CCSS.ELA-Literacy.SL.K.1b** Continue a conversation through multiple exchanges.
- **CCSS.ELA-Literacy.SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **CCSS.ELA-Literacy.SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **CCSS.ELA-Literacy.SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **CCSS.ELA-Literacy.SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 4

Comprehension and Collaboration

- **CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
  - **CCSS.ELA-Literacy.SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - **CCSS.ELA-Literacy.SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
  - **CCSS.ELA-Literacy.SL.4.1c** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - **CCSS.ELA-Literacy.SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-Literacy.SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
• **CCSS.ELA-Literacy.SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

• **CCSS.ELA-Literacy.SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 [here](#) for specific expectations.)

## Grade 8

### Comprehension and Collaboration

• **CCSS.ELA-Literacy.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  
  o **CCSS.ELA-Literacy.SL.8.1a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

  o **CCSS.ELA-Literacy.SL.8.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

  o **CCSS.ELA-Literacy.SL.8.1c** Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

  o **CCSS.ELA-Literacy.SL.8.1d** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

• **CCSS.ELA-Literacy.SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

• **CCSS.ELA-Literacy.SL.8.3** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### Presentation of Knowledge and Ideas

• **CCSS.ELA-Literacy.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

• **CCSS.ELA-Literacy.SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

• **CCSS.ELA-Literacy.SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 [here](#) for specific expectations.)
Grades 11 – 12

Comprehension and Collaboration

- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - **CCSS.ELA-Literacy.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - **CCSS.ELA-Literacy.SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - **CCSS.ELA-Literacy.SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - **CCSS.ELA-Literacy.SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- **CCSS.ELA-Literacy.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- **CCSS.ELA-Literacy.SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- **CCSS.ELA-Literacy.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- **CCSS.ELA-Literacy.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
Today’s Standards
Technical Reading

Grade 2

Key Ideas and Details
- **CCSS.ELA-Literacy.RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS.ELA-Literacy.RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-Literacy.RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure
- **CCSS.ELA-Literacy.RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CCSS.ELA-Literacy.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **CCSS.ELA-Literacy.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas
- **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **CCSS.ELA-Literacy.RI.2.8** Describe how reasons support specific points the author makes in a text.
- **CCSS.ELA-Literacy.RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity
- **CCSS.ELA-Literacy.RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 5

Key Ideas and Details
- **CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure
- **CCSS.ELA-Literacy.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **CCSS.ELA-Literacy.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
• **CCSS.ELA-Literacy.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas**
• **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
• **CCSS.ELA-Literacy.RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
• **CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**
• **CCSS.ELA-Literacy.RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Grade 7:**

**Key Ideas and Details**
• **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
• **CCSS.ELA-Literacy.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
• **CCSS.ELA-Literacy.RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure**
• **CCSS.ELA-Literacy.RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
• **CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
• **CCSS.ELA-Literacy.RI.7.6** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Integration of Knowledge and Ideas**
• **CCSS.ELA-Literacy.RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
• **CCSS.ELA-Literacy.RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
• **CCSS.ELA-Literacy.RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
**Range of Reading and Level of Text Complexity**

- **CCSS.ELA-Literacy.RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grades 11 – 12**

**Key Ideas and Details**

- **CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Craft and Structure**

- **CCSS.ELA-Literacy.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- **CCSS.ELA-Literacy.RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **CCSS.ELA-Literacy.RI.11-12.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**Integration of Knowledge and Ideas**

- **CCSS.ELA-Literacy.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- **CCSS.ELA-Literacy.RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Range of Reading and Level of Text Complexity**

- **CCSS.ELA-Literacy.RI.11-12.10**
  By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
# Mapping an Assessment Plan to Address a Standard

<table>
<thead>
<tr>
<th>Standard:</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**Summative for this standard** (write a brief description):  

Estimated number of days or weeks to fully address the standard:

<table>
<thead>
<tr>
<th>Describe content and method of assessment.</th>
<th>Connection to summative above (e.g., the specific TARGETS included in the assessment)?</th>
<th>Describe any proficiency scales, quality criteria, or rubric tools needed to support evaluation processes.</th>
</tr>
</thead>
</table>
| Assessment 1 (circle one for each line):  
Formative or summative?  
Will this assessment be a common assessment?  
Yes _____ No _____ | | |
| Assessment 2 (circle one for each line):  
Formative or summative?  
Will this assessment be a common assessment?  
Yes _____ No _____ | | |
| Assessment 3 (circle one for each line):  
Formative or summative?  
Will this assessment be a common assessment?  
Yes _____ No _____ | | |
**Assessment 4 (circle one for each line):**
Formative or summative?

Will this assessment be a common assessment?
Yes _____  No _____

**Assessment 5 (circle one for each line):**
Formative or summative?

Will this assessment be a common assessment?
Yes _____  No _____

**Assessment 6 (circle one for each line):**
Formative or summative?

Will this assessment be a common assessment?
Yes _____  No _____

Note: There is no right answer on the number, frequency, or type of formatives. So much depends on content, students, teacher, and context for assessments. Ultimately, deciding how much to do with formatives depends entirely on the educators’ expertise when addressing the demands of standards and needs of learners.
### Capturing interest before revealing learning objectives

#### Talk Partners: What makes the opening statements for a lesson on the **Right** side work and the opening statements on the **Wrong** side not work? (talk partner Right and Wrong template)

See also *Active Learning* pages 65 – 72 and 81 – 87

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Right Way to Capture Interest</th>
<th>Wrong Way to Capture Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CC: RF.1.1. Demonstrate understanding of the organization and basic features of print:</strong> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation):</td>
<td>“Today we’re going to go on a secret mission: working in teams, I want you to look at all of the sentences we find today and see if you can name all of the things that every sentence has in common.”</td>
<td>“I can’t read your writing unless you tell me where your sentences begin and end.”</td>
</tr>
<tr>
<td><strong>Grade 3 Science: Students know evaporation and melting are changes that occur when the objects are heated:</strong></td>
<td>“Watch what happens to this ice cube when we leave it in the sun on our window ledge.”</td>
<td>“Our learning target in science this week is about melting and evaporation.”</td>
</tr>
<tr>
<td><strong>Grade 5 SS Standard: Individuals in a republic have rights, duties and responsibilities:</strong></td>
<td>&quot;How many people would you guess are sent to prison each week in our state? Raise your hand if you think 50 people or fewer. How about 51 to 100? 101 to 150? Over 150? (Pause) In fact, over 260 people are placed in custody every week.&quot;</td>
<td>“Some of you might be interested in doing something with the law or justice system when you leave school and this unit will really be helpful.”</td>
</tr>
<tr>
<td>Learning Target</td>
<td>Right Way to Capture Interest</td>
<td>Wrong Way to Capture Interest</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td><strong>CC: SL.7.4. Present in a focused, coherent manner with pertinent facts, details, and examples; use appropriate eye contact, volume, and clear pronunciation:</strong></td>
<td>&quot;The number-one fear of Americans - more terrifying than the fear of death - is public speaking. Let’s work together to figure out how we can conquer that fear so that you don’t have to suffer from it too.&quot;</td>
<td>“At some point in your adult life you are going to have to give a speech and you need to learn to express yourself clearly.”</td>
</tr>
<tr>
<td><strong>CC S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population:</strong></td>
<td>Social Media Stats: #RLTM Scoreboard Facebook: over 845 million users via Facebook Twitter: over 200 million users via AllTwitter LinkedIn: 135 million members via LinkedIn Groupon: 115 million subscribers via Reuters Google Plus: over 90 million users via Larry Page Pinterest: 7.5 million monthly uniques via TechCrunch “Check out these statistics on social media. What do they mean for us and why should we care? Is there anything surprising or interesting or concerning in what you are noticing?”</td>
<td>You will need to learn this because it’s required by the state. OR You will need to learn this because it’s on my test at the end of the unit.</td>
</tr>
</tbody>
</table>

| When it’s “right” what makes it right? | When it’s ‘wrong’ what makes it wrong? |
Ask questions, pre-planned and exploratory in the moment, that engage learners in relevant and rigorous thinking.

1. Avoid questions that require only a yes or no answer. Higher order thinking, error analysis, and demonstrating understanding of quality all require elaborate communication.

2. Employ a framework for writing rigorous and relevant questions. You might consider using a template for effective questions (Clarke, 2008, pp. 55 – 62):

<table>
<thead>
<tr>
<th>Template</th>
<th>Your Example (link to a topic you teach):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range of answers</strong> (ask a question and include a range of plausible choices for learners to discuss, e.g., what do we need in order to be successful learners? Pencils, paper, computers, listening skills, parents, books.</td>
<td></td>
</tr>
<tr>
<td><strong>A statement</strong> (turn a question into a statement with which learners can agree or disagree, e.g., there are no new ideas, only new iterations of old ideas.)</td>
<td></td>
</tr>
<tr>
<td><strong>Right and wrong</strong> (show or give two examples and tell learners one is right and one is wrong and ask them to determine which is which, e.g., a scientist says a tomato is a fruit, but a cook says it is a vegetable. Why does each group think as they do about the tomato and who is right?)</td>
<td></td>
</tr>
<tr>
<td><strong>Start from the answer/end</strong> (give the answer up front and either ask for the question that lead to the answer – e.g., the answer is ‘a circle’, so what might the question(s) have been? – or ask for why your answer is the correct answer – e.g, My painting shows shadowing – what do you notice?)</td>
<td></td>
</tr>
<tr>
<td><strong>Oppose a perspective</strong> (introduce an alternate point of view rather than the traditional point of view, e.g., America is not really the land of the free.)</td>
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</tbody>
</table>

*See also: Bloom’s revised Taxonomy or Norman Webb’s Depth of Knowledge and Robert Marzano’s 4 levels of reasoning for additional ideas*
# Formative Assessment Strategy: Effective Questioning

<table>
<thead>
<tr>
<th>What might this look like in my classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Categorizing Questions</strong>: Using the learning targets identified for this particular lesson, write questions on which students reflect (either in small groups or individually). Be sure that the learning targets and the questions reflect various cognitive levels. In other words, use varying levels of Bloom’s Taxonomy to craft questions for your lesson. Specifically plan for the use of higher-level questions to drive the learning. It will be my expectation that students work on reasoning, skill, and/or product targets daily (application, synthesis, and evaluation levels of Bloom’s Taxonomy).</td>
</tr>
</tbody>
</table>

| **Student Generated Questions**: The teacher explicitly teaches how students ask questions within the context of the lesson content. An emphasis is placed on students asking a variety of questions (different levels of questioning), and the teacher labels and helps reframe questions for students to continually get them to higher levels of questioning. |

| **Question Parking Lot (Vagle, 2009)**: As students have questions throughout the period, they are writing their questions and posting them in the parking lot located somewhere in the room. During the period or at the end of the period, students help answer the questions posed by classmates (this could happen in pairs, as a large group or in small groups). |

| **Your Example(s)**: How could you use effective questioning in your classroom, given your content area? |
# Effective Data Gathering and Use

Using Pre-Assessment and Formative Assessment Data to Inform Instructional Responses

<table>
<thead>
<tr>
<th>Types of data</th>
<th>Before Instruction</th>
<th>During Instruction</th>
<th>After Instruction</th>
</tr>
</thead>
</table>
| **Formal data** | • Pre-test scores by target | • Homework scores by target  
• Bell Ringers and Exit Slips  
• Error Analysis  
• Feedback | • Pre-test Prep  
• Quiz scores  
• Test scores  
• Feedback |
| **Informal data** | • Scores from prior units with linked content (not exact) | • Student self-tracking sheets  
• Student questions and responses  
• Observations  
• Feedback | • Feedback |

## Strategies for Recording Observational Data

- Running records
- Clip board notes with annotation symbols
- Smart phone apps
- Color coded (by discipline) classroom maps with post it notes for individual learners
- 3 x 5 notecards with names on them for random questioning strategy including space for annotations
- Video clips (smart phone or iPad options)
- Time sampling with interval and/or frequency recording forms
- Checklists
- Rating Scales

## Requirements to Use Data Effectively

- Know your Learning Targets
- Know where you are assessing each target
- Know how you are assessing each target
- Know how you will flex your instruction and homework designs based on results
- Know how students will track their results with each target
- Know how you will confirm student self monitoring
Assessment experts (e.g. Jan Chappuis, Jon Hattie, Rick Stiggins, and Dylan Wiliam, to name a few) state that student motivation has been disconnected from the assessment process in the past, but must be reconnected if schools are to create high levels of student achievement. Ultimately, students must be the decision makers regarding their progress while learning. In an effort to reconnect student motivation to assessments, many K – 12 educators across the US have begun the rigorous work of helping learners of all ages track their own learning progress in the form of student data notebooks.

But a data notebook is simply a tool and if it is not managed well, it will not impact student motivation or achievement in positive ways. There are two important factors educators must consider prior to asking students to create data notebooks: 1) What promotes growth or change over time? And, 2) What are the appropriate ingredients to generate motivation?

First, it’s important to understand growth or change over time, because in order for data notebooks to work, they must be framed around making progress over time. Learners must maintain a growth mindset, otherwise, all the data gathered in the world will not support the desired change. Carol Dweck (Mindset: The New Psychology of Success, 2006) points out that when learners have a growth mindset, they are willing to take risks, they recognize mistakes as learning opportunities rather than failures, and they engage their efforts in reducing the discrepancy between where they currently are and where they would like to be in their learning progress. By description, it might seem as if ‘growth mindset’ learners would always be our brightest and our best, but that would be an over-generalization. True, growth-mindset learners demonstrate the attributes that educators admire and respect, but these learners are also willing to fail. Failing often and failing well is a risk-taking, learning based behavior that shouldn’t be a problem (see The Economist’s April 14, 11 article Fail Often, Fail Well), but it never fares well in our grade books. As a corollary, it is likewise wrong to assume that fixed mindset learners – those who don’t take risks or apply effort to change their current status – are the traditionally labeled “failing learners.” There are many, many “A” students who, when faced with a challenge that might impact their grade negatively, would prefer to avoid the challenge with the intent of maintaining an image of being smart. These learners are being rewarded for ‘skating by’ in our grade books but they are not engaged in deep learning.

The recording and tracking of data and assessment results over time must inspire continued effort or motivation. In his research based book Drive: The Surprising Truth About What Motivates Us, (2009) Dr. Daniel Pink suggests that motivation is not driven by carrots and sticks; rather, it is driven by 3 somewhat surprising ingredients: Autonomy, Mastery, and Purpose. What does that look like in regards to the assessment tools and resulting data that support learning?

- **Autonomy** – The learner is the number one instructional decision maker in every classroom. He/she must gather meaningful information (not aggregate percentages or
total points) following each assessment and then organize the data in a visible manner that shows a trajectory of growth throughout the duration of the unit of instruction. Ultimately, the learner must be able to make quality decisions about what comes next in his/her progression of learning, what skills and strategies he/she will bring to bear on the task ahead, and how he/she will monitor continued progress.

- **Mastery** – Formative assessments are used to build hope and foster efficacy. When formative assessments are managed well, the learner is able to make mistakes during the learning process and still demonstrate mastery by the end of the unit or learning period. In a rich formative assessment system, the learner can engage in error analysis: He/she gathers feedback and arranges his/her data and evidence in manner that creates a clear view of patterns or anomalies in the data. At that point, he/she can then employ the strategies and skills necessary to create improvement in targeted and specific areas from one assessment to the next. He/she operates under the assurance that success is still possible. The summative assessment(s) resulting grades reflect an accurate score regarding the learner’s mastery against a given set of standards and achievement level descriptors, and not an average of the sum total for all assessments during the unit.

- **Purpose** – The assessments that are tracked in data notebooks are engaging and meaningful. Literally, the learner can see ‘worth’ in the data he/she is tracking. Most importantly, the culminating data enable the learner to draw healthy and accurate conclusions about his/her own self, developing insights into personal strengths and challenges and reflecting on favored content and learning styles. When the learning is provocative, engaging, and self-illuminating, the learner is better able to maintain a commitment to take risks and continue learning.

If data notebooks are not set up to **nurture** the fundamental attributes of learning – growth mindsets and motivation – the notebook will simply become a laborious and time-consuming tool. When that happens, data notebooks are soon abandoned because they are ineffective and inefficient; or, more bluntly, they become time-consuming and useless.

There are some criteria that will support data notebooks becoming the rich learning tools they need to be if they are to increase motivation and growth:

- Learning goals must be tied to learning standards.
- Data cannot be perceptual (e.g. self assessment scores like “I think I’m a 3”). All tracked data must be evidence based.
- Data recording sheets must be manageable in number and meaningful. When everything is a goal, then there really are no goals. Learners must track the **essentials**.
- Data that are tracked must show growth between assessments. This extends far beyond simply documenting pre and post data.
- Data must be organized in visual ways – bar graphs, pie graphs, run charts, etc. – so that the learner can see progress being made.
• The learners must be in their data notebooks regularly. This might not mean daily, but it does mean *often enough to inspire action between assessments.*

• The learners must be the ones making the additions and notations in their books because it’s *their* data. When teachers record the data for them, the data have minimal impact on the learner’s motivation or growth mindset. It does not matter if learners fill in their check boxes or bar graphs in sloppy ways so the notebooks are not pretty for parents. It matters that the data are owned by the primary stakeholder and that same stakeholder can then make better decisions as a result.

• Data must be confidential. No child should ever be revealed for his/her results in the data notebooks or on the data walls in the classrooms and hallways.

• Best practices in formative assessment are necessary to engage learners meaningfully as they interact with their data while on the learning journey.

When in doubt as to whether or not data notebooks are being employed effectively in classrooms, teachers should resort to the educator’s Hippocratic oath: “above all, do not harm.” Data that are used to label, sort, or highlight incompetencies, etc. violate the very core of the Hippocratic oath: Do not harm and maintain absolute regard for learners and the learning process. After all, the work of transforming another human being – for which data notebooks are employed – is nothing short of sacred.

**References:**


## Indicators of Success - Productive Group Work

Doug Fisher and Nancy Frey, © 2009  

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>4-Exemplary</th>
<th>3-Applying</th>
<th>2-Approaching</th>
<th>1-Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complexity of task:</strong> The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).</td>
<td>Task reflects purpose and what was modeled. The task allows students an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled. Students have an opportunity to experiment with concepts.</td>
<td>Tasks provide multiple, clear opportunities for students to apply and extend what was modeled. Students have an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled.</td>
<td>The task is somewhat reflective of the purpose of the lesson, but there is little opportunity for student experimentation or innovation.</td>
<td>Task is an exact replication of what was modeled, with little or no opportunity for student experimentation with concepts.</td>
</tr>
<tr>
<td><strong>Joint attention to tasks or materials:</strong> Students are interacting with one another to build each other’s knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.</td>
<td>Students ask critical questions of each other, developing and forming personal opinions and conclusions. They are able to evaluate and synthesize information, as well as independently use a variety of resources to acquire new or unknown information.</td>
<td>Body language, visual gaze, and language interactions provide evidence of joint attention to the task or materials by all members of the group. Students can explain their contributions and the contributions of other group members.</td>
<td>Body language, visual gaze, and language interactions provide evidence of joint attention to the task or materials by most members. Students are not holding each other accountable for purposeful contributions.</td>
<td>Students divide up the task so that they can work, then meet near end to assemble components. Body language, visual gaze, and lack of language interactions provide evidence of independent work occurring within the group.</td>
</tr>
<tr>
<td><strong>Argumentation not arguing:</strong> Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.</td>
<td>Students reach a better understanding or consensus based on evidence and opinions provided by others. Students hold each member of the group accountable by using questioning strategies and evidence to persuade or disagree. The conversation is respectful and courteous.</td>
<td>Students ask for and offer evidence to support claims. However, members continue to maintain initial beliefs or positions about a topic without considering the arguments of others. The conversation is generally respectful but some members may not participate.</td>
<td>There is a process in place for accountable talk. However, student dialogue is limited and there are minimal efforts to support the product. The conversation is generally respectful, but is often dominated by one member of the group or veers of-topic.</td>
<td>No clear process is in place to facilitate accountable talk. Lack of structure is evidence as students are off-task, in conflict, and/or are unable to complete product.</td>
</tr>
<tr>
<td><strong>Language support:</strong> Written, verbal, teacher, and peer supports are available to boost academic language usage.</td>
<td>Sentence frames are differentiated based on students’ proficiency and need. A wide range of frames are available for students and students use the frames independently in academic language and writing. Teacher modeling includes the use of frames as well as academic vocabulary and high expectations for language production.</td>
<td>Students use one or two sentence frames from the variety that are available in a structured setting. A set of target vocabulary is available and used. Teachers model the use of frames. Students are encouraged to use the language support in guided instruction and productive group work.</td>
<td>Academic language related to the concept/standard is present. A frame may be provided. The teacher models at least once using target vocabulary or language frame. Students are encouraged to attempt using target vocabulary without opportunities for guided practice.</td>
<td>Vocabulary is posted but its use is not modeled. Students are simply told to use words. Language frames are not provided.</td>
</tr>
<tr>
<td><strong>Teacher role:</strong> What is the teacher doing while productive group work is occurring?</td>
<td>Teacher is purposeful in scaffolding using prompts, cues and questions and checks for understanding.</td>
<td>Some scaffolding and checking for understanding occurs but there are delays in corrections or indications of knowledge.</td>
<td>Scaffolding or checking for understanding occurs but is not used to plan further instruction.</td>
<td>Teacher manages, but does not interact with groups to scaffold.</td>
</tr>
</tbody>
</table>
Evidence collected during this time is used to plan further instruction. There is a link to further instruction.

| Grouping: Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping). | Groups are flexible and change based on students’ proficiency, academic need, and/or content area. Productive group work occurs throughout the day. | Purposeful heterogeneous grouping occurs which are fluid in response to students’ proficiency. | Some heterogeneous grouping occurs, but homogeneous grouping practices dominate. Decisions based on assessment are not apparent. | Grouping practices are solely homogeneous and are done primarily for scheduling convenience. |

Doug Fisher and Nancy Frey, © 2009

*How will you help learners co-create meaning with this rubric? Where does that fit in the instructional process?*

*How will you assure inter-rater reliability between and among teachers and students when using the rubric?*

*How will you help learners track data and self reflect during instruction?*