How Can I Close the Gap?

Jan Chappuis

Strategy 5: Use Evidence of Student Learning Needs to Determine Next Steps in Teaching

With this strategy, we build a feedback loop into the teaching cycle, checking for understanding and continuing instruction guided by information about what students have and have not yet mastered. After having delivered a lesson and after students have done something in response, we use what they have done to determine further learning needs. Do their responses reveal incomplete understanding, flawed reasoning, or misconceptions? Are they ready to receive feedback? Strategy 5 includes a repertoire of approaches to diagnose the type of student learning needs in preparation for addressing them.

Strategy 6: Design Focused Instruction, Followed by Practice with Feedback

This strategy scaffolds learning by narrowing the focus of a lesson to address specific misconceptions or problems identified in Strategy 5. If you are working on a learning target having more than one aspect of quality, build competence one block at a time by addressing one component at a time. For example, mathematics problem solving requires choosing the right strategy as one component. A science experiment lab report requires a statement of the hypothesis as one component. Writing requires an introduction as one component. Identify the components of quality and then teach them one part at a time, making sure students understand that all of the parts ultimately will come together. After delivering instruction targeted to an area of need, let students practice and get better before reassessing and grading. Give them opportunities to revise their work, product, or performance, based on feedback focused just on that area of need prior to the graded event. This narrows the volume of feedback students, especially struggling learners, need to attend to at a given time and raises their chances of success in doing so. It is a time saver for you and more instructionally powerful for students.

Strategy 7: Provide Opportunities for Students to Track, Reflect on, and Share Their Learning Progress

Any activity that requires students to reflect on what they are learning and to share their progress reinforces the learning and helps them develop insights into themselves as learners. These kinds of activities give students the opportunity to notice their own strengths, to see how far they have come, and to feel in control of the conditions of their success. By reflecting on their learning, they deepen their understanding and will remember it longer. By sharing their progress, students develop a deeper commitment to making progress.

Chappuis, J. (2015). Seven strategies of assessment for learning, 2e. Upper Saddle River, NJ: Pearson Education. Retrieved from https://www.pearsonhighered.com/assets/samplechapter/0/1/3/3/0133366448.pdf.

MO ELA Learning Standards
Learning Progression Example

- K.R.3.C.b.: With assistance, read, infer, and draw conclusions to ask and answer questions to clarify meaning.

- K.R.1.A.b.: With assistance, developing and demonstrate reading skills in response to read-alouds by asking and responding to questions about texts read aloud.

- 1.R.1.A.a.: Develop and demonstrate reading skills in response to reading text and read-alouds by asking and responding to relevant questions

- 3.R.1.A.b.: Develop and demonstrate reading skills in response to text by drawing conclusions and support with textual evidence.

- 5.R.1.A.a.: Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inference drawn from text.

Missouri Department of Elementary and Secondary Education (2016-2017). K-5 ELA Crosswalk. Retrieved from https://dese.mo.gov/sites/default/files/cur-mls-crosswalk-ela-K-5.pdf.

Example ELA Deconstructed Standard

- ❑ Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  - ❑ Analyze what the text says explicitly (right there)
  - ❑ Analyze inferences drawn from the text
  - ❑ Find evidence in the text
  - ❑ Decide which evidence most strongly supports
  - ❑ Support analysis of text with strongest evidence

Missouri Department of Elementary and Secondary Education (2016-2017). Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Retrieved from https://dese.mo.gov/sites/default/files/CCSSI_ELA%20Standards.pdf.

Example Math Deconstructed Standard

- ❑ Analyze and use relationships to solve real world and math problems
  - ❑ Proportional relationships
    - ❑ Decide if 2 quantities are proportional
    - ❑ Identify constant of proportionality
    - ❑ Represent proportion by equations
    - ❑ Explain what a point on a graph means
    - ❑ Solve multi-step ratio and percent problems

Missouri Department of Elementary and Secondary Education (2016-2017). Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Retrieved from https://dese.mo.gov/sites/default/files/CCSSI_ELA%20Standards.pdf.

Diagnostic Assessments

- ❑ What are some diagnostic assessments your school/district uses and how can they be used to identify student learning needs?

Examples:

- ❑ DAR (Diagnostic Assessment of Reading)
- ❑ Basic Reading Inventory (Jerry Johns)
- ❑ CORE Phonics
- ❑ Key Math

Example Rubric with CER

Standard	5	3	1
Claim	Introduces the claim that answers the question asked. Claim is accurate, complete and specific.	Introduces the claim and answers the question asked. Claim is accurate but not complete or specific.	Claim is not clearly stated, does not answer the question, is inaccurate and/or incomplete.
Evidence	Supports claim with specific evidence. Evidence is factual, accurate, credible, sufficient, and cited.	Supports claim with some evidence, but evidence is either not factual, accurate, credible, sufficient and/or not cited.	Claim is not supported by evidence or evidence is not factual, accurate, credible or sufficient. Evidence is not cited.
Reasoning	Logically links the claim to the evidence proving claim to be true. Shows detailed understanding.	Links claim to evidence but does not use words to create a logical link between claim, reasons and evidence.	Claim is not linked to the evidence. No connection between claim, reasons, and evidence.

Chappuis and Rutherford Comparison

Chappuis	Rutherford
Spaced practice	Spaced practice
Students focus their attention on mastery	Short sessions to ensure focus and intensity; practice small chunks
Produces incremental growth	Challenging but attainable practice
Provide descriptive feedback	Provide high quality feedback
	Practice in multiple domains
	Increase energy and motivation
	Move to elaborated practice quickly

Adapted from
Chappuis, J. 2015. *Seven strategies of assessment for learning*, 2e. Upper Saddle River, NJ: Pearson Education.
Rutherford, M. 2013. *Artisan teacher: A field guide to skillful teaching*. Weddington, NC: Rutherford Learning Group, Inc.

Exit Ticket		
Learning Target: I can identify example of symbolism in a fictional text		
Self-assessment: Circle the rating that best applies to you at this point in your learning:		
3	2	1
I completely understand how to identify examples of symbolism is fictional text.	I somewhat understand how to identify examples of symbolism in fictional text.	I do not understand how to identify examples of symbolism in fictional text.
Evidence: Explain one of the examples of symbolism from chapters 15-17 of our novel.		
What is the object? What does it symbolize? Why is important in the novel?		

What Do You Already Do?

Strategies 5, 6, and 7

Make a list of practices you already implement or plan to implement for each strategy.

Strategy	My Practice/Activity
5. Use evidence of student learning needs to determine next steps in teaching	
6. Design focused instruction, followed by practice with feedback.	
7. Provide students opportunities to track, reflect on, and share their learning progress.	
➔ Set Goals	

Seven Strategies of Assessment for Learning (Chappuis, 2015)