

## ***“I Can” Goal Statements Connect Students to Formative Assessment***

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- Becky Martin  
–Continuous Improvement Facilitator
- Ann Buckley  
–Teacher & Continuous Improvement Trainer
- Stephanie Stulken  
–Teacher & Continuous Improvement Trainer

Cedar Rapids Community School District  
Cedar Rapids, Iowa



Little Kids Have Big Dreams

Big Kids Have Little Dreams



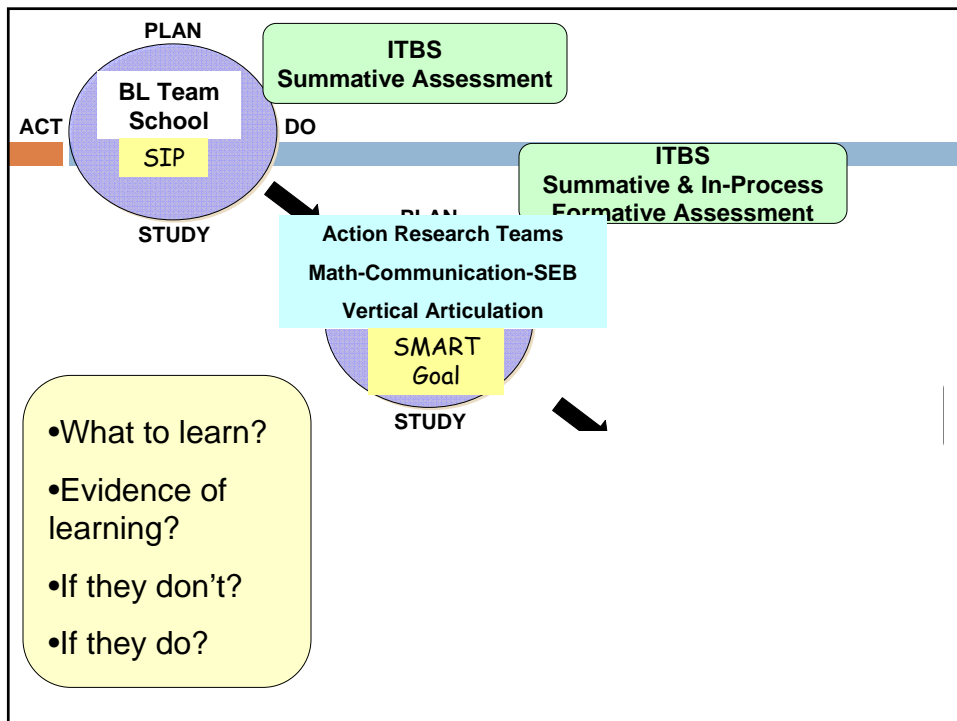
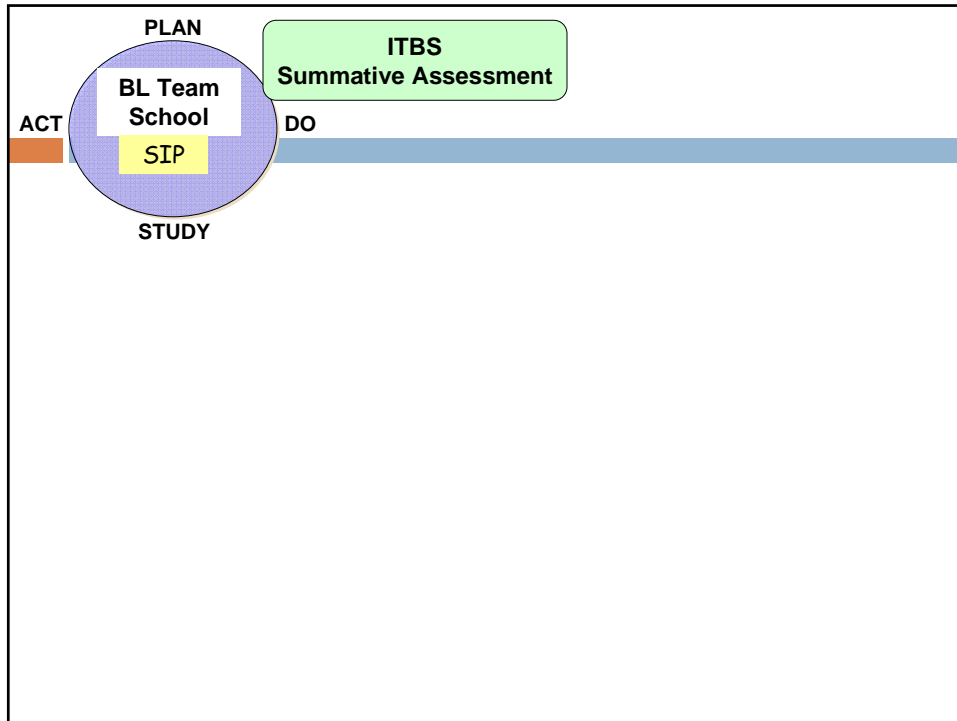
*“Learning has nothing to do with **what a teacher covers.***

*Learning has to do with **what the students accomplish.”***

Harry Wong

## Outcomes

- Walk through the process of transforming learning standards into student friendly “I can” statements.
- Examples of proficiency defining processes
- Incorporate formative assessment into daily practice
- Engage students in monitoring progress toward Student Learning Expectations (SLE)



## PLC Learning Questions

- What do we want each student to learn, know or be able to do?
- How do we know? What evidence do we have of the learning?
- How do we respond if they struggle or don't learn?
- How do we respond if they already know it?

<b>Ground rules created by students</b>	<b>Classroom mission statements</b>	<b>Classroom and student SMART goals</b>
<b>Quality tools and PDSA used regularly</b>	<b>The Continuous Improvement Classroom</b>	<b>Classroom data centers</b>
<b>Classroom meetings facilitated by students</b>	<b>Student-led conferences</b>	<b>Student data folders</b>

## Plan for Success Process

- Identify the Learning Expectation
- Deconstruct into attainable targets
- Transform to student friendly version
  - ▣ “I Can” statements - SMART Targets
- Define Proficiency
- Determine accurate classroom assessments
- Use w/students to monitor growth
  - ▣ Data center
  - ▣ Data folder

## Student Learning Expectations

Intended Use for **Teachers**:

- provide a structural foundation that identifies and aligns the essential learning for each student
- provides direction for instruction

What do we want all students to know or be able to do?



# Student Learning Expectations

## Intended Use for **Professional Learning Communities:**

- plan for instruction
- provides focus on the intended curriculum
- define proficiency
- monitor student progress using formative and summative assessments



Fall 2009	Third Grade Language Arts Student Learning Expectations
<b>Vocabulary Standard:</b> The student will understand and use general academic and domain-specific words and phrases, including those that frequently occur in media, literature, and science.	<b>Student Learning Expectation:</b>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. uses grade-level appropriate content vocabulary.</li> <li>2. uses vocabulary strategies.</li> <li>3. uses a dictionary to identify unknown word meanings.</li> <li>4. uses a thesaurus to enhance writing.</li> <li>5. a. understands grade-level appropriate tier 2 vocabulary (rich words that authors use, not typically in a student's speaking vocabulary, i.e. vast/big).</li> <li>5. b. understands grade-level appropriate tier 3 vocabulary (content-specific).</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. uses grade-level appropriate content vocabulary.</li> <li>2. uses vocabulary strategies.</li> <li>3. uses a dictionary to identify unknown word meanings.</li> <li>4. uses a thesaurus to enhance writing.</li> <li>5. a. understands grade-level appropriate tier 2 vocabulary (rich words that authors use, not typically in a student's speaking vocabulary, i.e. vast/big).</li> <li>5. b. understands grade-level appropriate tier 3 vocabulary (content-specific).</li> </ol>

**Vocabulary Standard:** The student will understand level-appropriate vocabulary.

Student Learning Expectation:	<i>I Can Statement:</i>	<i>I Can Statement:</i>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. uses grade-level appropriate content vocabulary.</li> <li>2. uses vocabulary strategies.</li> <li>3. uses a dictionary to identify unknown word meanings.</li> <li>4. uses a thesaurus to enhance writing.</li> <li>5. a. understands grade-level appropriate tier 2 vocabulary (rich words that authors use, not typically in a student's speaking vocabulary, i.e. vast/big).</li> <li>5. b. understands grade-level appropriate tier 3 vocabulary (content-specific).</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>1. use new vocabulary when speaking and writing.</li> <li>2. apply vocabulary strategies when reading.</li> <li>3. use a dictionary to identify the correct meaning of a word. ☺</li> <li>4. use a thesaurus to choose more specific words for writing. ☺</li> <li>5. use tier two and three words in speaking and writing.</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>1. use new vocabulary when speaking and writing.</li> <li>2. apply vocabulary strategies when reading.</li> <li>3. use a dictionary to identify the correct meaning of a word. ☺</li> <li>4. use a thesaurus to choose more specific words for writing. ☺</li> <li>5. use tier two and three words in speaking and writing.</li> </ol>

## *I Can SMART Targets*

**S**pecific, strategic  
**M**easurable  
**A**ttainable  
**R**esults-oriented  
**T**ime-bound

## I Can Statements

### Intended Use for **Teachers**:

- connect students with SMART learning targets
- communicate purpose of instruction



## Student Questions

- What do I need to know?
- Where am I now?
- How do I get there?
- What happens if I struggle or fail?
- What if I already know?



# I Can Statements

## Intended Use for **Students**:

- ❑ ownership for their learning
- ❑ answers the student questions:

What do I need to know or be able to do?

How am I doing?



# I Can Statements

## Intended Use for **Families**:

- ❑ communicate Student Learning Expectations (SLE's)
- ❑ answers the question:

Where is my child on the continuum of learning?



### Third Grade Expectations - I Can Statements

**Language Arts**

**Phonics**

1. read and write words with prefixes, suffixes, and root words.
2. read and write words with vowel digraphs: ai, ay, ow, ou, oo, oo.
3. read and write words with silent letters: gn, kn, wr.

**Conventions of Writing**

- a. apply spelling to my writing.
- b. apply punctuation to my writing.
- c. apply grammar to my writing.
- d. apply capitalization to my writing.

**Research Writing**

1. gather information that supports my specific topic.
2. choose the appropriate reference material to support my specific topic.
3. explain why I chose my topic and reference materials.
4. fill out the graphic organizer with help or on my own using the information I have collected.

**Listening**

1. look at the speaker to obtain information by listening and watching his/her body language.
2. listen to and ask questions to obtain information appropriate to the topic.
3. ask questions related to the speaker's topic to show I was listening or identify the speaker's purpose (to inform or entertain).
4. listen to classmates and adults by not interrupting, facing the speaker, waiting quietly.

**Speaking**

1. ask and answer questions when talking with others.
2. make oral presentations.
3. stay on topic when involved in a conversation.
4. use correct grammar when speaking.

**Viewing**

1. identify the purpose of a movie, cartoon, commercial, or TV show (inform or entertain).
2. compare and contrast visual media for information vs. entertainment.

**Third Grade Expectations - I Can Statements**

**Social Studies**

**History**

1. describe how Cedar Rapids developed over time.
2. explain why people in a community develop city government.
3. describe how cultural goals and individuals influence our city.
4. explain how a city builds its way through the movement and products.
5. describe the key role that a city's settlement and development have.
6. explain how changes in technology impacted the development of businesses.
7. explain how key events, past or present, have changed our city.

**Political Science / Civic Literacy**

1. list ways individuals become involved in their communities.
2. describe the election process in government.

# For Families

**Math**

**Number and Operations**

1. solve number stories using equal groups or sharing.
2. use different strategies to solve basic multiplication and division problems.
3. read and write numbers to the 10,000 place value.
- 4a. figure out the best method for solving a story problem.
- 4b. solve a number story using addition or subtraction.
- 5a. solve an addition problem where I need to regroup.
- 5b. solve a subtraction problem where I need to trade or borrow.
- 6a. show and shade parts of a shape to show a fraction.
- 6b. write a fraction that names a region.

**Science**

**Earth and Space**

1. observe and describe the properties and behavior of water.
2. show, label, and explain Earth's number cycle.

**Science as Inquiry**


1. ask questions and make predictions that can be answered through scientific investigations.
2. use written materials, being, and non-being responses to investigate questions.
3. organize, set up, and safely carry out scientific investigations.
4. use tools and technology to gather, process, and interpret data from scientific investigations.
5. use mathematical skills in my scientific investigations.
6. describe investigations, record data, and explain results.

**Life and Environmental Science**

- 1a. observe and describe the properties of living things.
- 1b. compare and contrast living organisms.
2. explain what plants and animals need to grow and survive.
3. label the structures of living organisms and describe their functions.
4. show the stages of an organism's life cycle.
5. give an example of water in each of the states of matter: solid, liquid and gas. describe how water can be changed from one state of matter to another and yet the amount remains the same.
6. describe how sound is produced.
7. explain the difference between volume and pitch and how they can be changed.
8. describe the materials that sound travels through and how the material affects the sound.

**Measurement**

1. use patterns to solve problems that show a graph.
- 1a. make a bar graph.
- 2a. make a bar graph.
- 2b. use data from frequency tables and bar graphs to solve a problem.
- 3a. build and identify 2 and 3 dimensional shapes.
- 3b. identify perpendicular, angles, and vertices of shapes.
- 3c. identify shapes that are symmetric.
- 3d. show area of symmetry.
4. measure and calculate the perimeter of a shape.
5. measure a line to the nearest 1/4 inch.
6. tell time to the nearest minute.

<p><b>Listening and Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>author's purpose</li> <li>make inferences</li> <li>fact and opinion</li> <li>problem and solution</li> </ul>	<p><b>Vocabulary Strategies</b></p> <ul style="list-style-type: none"> <li>context clues: descriptions</li> <li>word origins</li> <li>plural endings</li> <li>idioms</li> <li>base words</li> </ul>	<p><b>Listening and Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>I can find clues that show the author's purpose in writing.</li> <li>I can use clues from the story and what I know to understand the author's ideas that are not stated.</li> <li>I can tell the difference between fact and opinion.</li> <li>I can find the problem, solution, and the steps to solve the problem.</li> </ul>	<p><b>Vocabulary Strategies</b></p> <ul style="list-style-type: none"> <li>I can use descriptions from surrounding sentences and my own knowledge to figure out words.</li> <li>I can use word origins, like words from people's names, to help me understand word meanings.</li> <li>I can show there is more than one by adding <i>-s</i> and <i>-es</i> to a word.</li> <li>I can find and use groups of words with special meanings like <i>hold your horses</i> (idioms).</li> <li>I can use prefixes and suffixes to change the meaning of a base word.</li> </ul>	<p><b>Vocabulary Words</b></p> <p>I can use these words correctly:</p> <p>legendary, muttered, gaped, snickering, insult, fluke, flinched</p> <p>overhead, opportunities, border, unions, strikes, citizen, boycotts</p> <p>temples, dynasties, heritage, preserve, overjoyed</p> <p>hilarious, convinced, mischief, independence, handy, dizzy, whirlwind, nowadays</p> <p>weekdays, cardboard, slithered, genuine, apologize, harmless, ambulance</p>
<p><b>Writing</b></p> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>figurative language</li> <li>alliteration</li> </ul>	<p>Grade 4</p> <p>Unit 2</p> <p>Take a Stand</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can write a persuasive essay that has an opinion and organized supporting details.</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>I can use figurative language to make the reader see my words and ideas.</li> <li>I can use repeated beginning consonant sounds in my writing (alliteration).</li> </ul>	<p>Learning Expectations</p> <p>Grade 4</p> <p>Unit 2</p> <p>Take a Stand</p>	<p><b>Text Features and Study Skills</b></p> <ul style="list-style-type: none"> <li>I can find and use information from a table.</li> <li>I can use primary sources like diaries and newspapers to get information.</li> <li>I can use the parts of a book like the table of contents, glossary, and the index.</li> <li>I can find information by using the toolbars on electronic articles.</li> </ul>
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>words with <i>ch</i> and <i>tch</i> (cheap, latch)</li> <li>digraphs <i>sh, sh, wh, and ph</i> (brother, shed, whole, and graph)</li> <li>complex consonant clusters (shed, thigh, sprout, gzeech, strain, and split)</li> <li>words with <i>br</i> and <i>tr</i> (door, fort, dart)</li> <li>words with <i>br</i> and <i>tr</i> (gear, cheer, mere, spare, stair)</li> </ul>	<p><b>Grammar, Mechanics, and Usage</b></p> <ul style="list-style-type: none"> <li>common and proper nouns</li> <li>singular and plural nouns</li> <li>irregular plural forms</li> <li>possessive and plural possessive nouns</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>I can use the <i>ch</i> and <i>tch</i> sound like cheap and latch.</li> <li>I can use the <i>th, sh, wh, and ph</i> sounds like brother, shed, whole, and graph.</li> <li>I can use complex consonant clusters like <i>shed, thigh, sprout, gzeech, strain, and split</i>.</li> <li>I can use the <i>br</i> and <i>tr</i> sounds like door, fort, and dart.</li> <li>I can use the <i>br</i> and <i>tr</i> sound like gear, cheer, mere, spare, and stair.</li> </ul>	<p><b>Grammar, Mechanics, and Usage</b></p> <ul style="list-style-type: none"> <li>I can use common and proper nouns correctly.</li> <li>I can make a noun into a plural by adding <i>-s</i> or <i>-es</i>.</li> <li>I can make irregular plural nouns by changing the spelling like wolf to wolves.</li> <li>I can show ownership by adding an apostrophe in the correct place in a word (possessive nouns and plural possessive nouns).</li> </ul>	<p><b>Maintain Your Skills</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>describe plot, setting, and character.</li> <li>give the main idea and details.</li> </ul>  <p>www.ohh.com</p>

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<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>persuasive editorial</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>figurative language</li> <li>alliteration</li> </ul>	<p>Grade 4 Unit 2 Take a Stand</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can write a persuasive essay that has an opinion and organized supporting details.</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>I can use figurative language to make the reader see my words and ideas.</li> <li>I can use repeated beginning consonant sounds in my writing (alliteration).</li> </ul>	<p>Learning Expectations</p> <p>Grade 4 Unit 2 Take a Stand</p>
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Kindergarten I Can Tracker	
<b>Phonics</b>	
I can write the alphabet letters when I hear the sounds.	
31 letters	
20 letters	
10 letters	
I can use sounds to write words.	
<b>Phonemic Awareness</b>	
I can make sounds that match the symbols.	
31 sounds	
20 sounds	
10 sounds	
I can hear words that rhyme.	
I can say a rhyming word.	
I can tell what sounds are at the beginning, middle and end.	
Middle sound	
Ending sound	
Beginning sound	
<b>Fluency</b>	
I can say the letter names.	
52 letters	
30 letters	
15 letters	
I can read kindergarten words.	
43 words	
20 words	
10 words	
<b>Conventions of Writing</b>	
I can write the letters.	
52 letters	
26 letters	
15 letters	
I can write my first and last name.	
Last name	
First name	
<b>Vocabulary</b>	
I can tell the meaning of words.	
I can read the color words.	

## I Can Statements Uses-

### **Teacher :**

- data centers, class meetings, goal setting, identifying learning targets for explicit instruction, student led conferences

### **Student :**

- data folders, goal setting, progress monitoring, communication tool, student-led conferences


### **Parent :**

- communication tool to strengthen the home-school partnership and to support learning at home, parent information night, open house, newsletters, conferences

## Plan for Success Process

- Identify the Learning Expectation
- Deconstruct into attainable targets
- Transform to student friendly version
  - “I Can” statements - SMART Targets
- Define Proficiency
- Determine accurate classroom assessments
- Use w/students to monitor growth
  - Data center
  - Data folder

**Third Grade Language Arts Expectations**



**I can...**

**Phonics**

1. read and write words with prefixes, suffixes, and root words.
2. read and write words with vowel diagraphs: oi, oy, ow, ou, ew, oo.
3. read and write words with silent letters: gn, kn, wr.

**Comprehension**

- 1a. summarize fiction passages using main idea / detail.
- 1b. summarize fiction passages using visualization.
- 1c. summarize fiction passages using story elements (plot, setting, characters, events).
- 2a. summarize non-fiction passages using compare and contrast.
- 2b. summarize non-fiction passages using main idea/details.
- 2c. summarize non-fiction passages using text features text features.
3. identify author's purpose in a variety of texts (to persuade, inform, or entertain).

**Fluency**

1. read aloud grade-level material with clear expression after practicing.
2. read at an appropriate rate.
3. read accurately with automaticity.

**Vocabulary**

1. use a variety of vocabulary when speaking and writing.
2. apply vocabulary strategies when reading.
3. use a dictionary to identify the correct meaning of a word.
4. use a thesaurus to choose more specific words for writing.
5. use tier two and three words in speaking and writing.

**Writing Process**

1. use graphic organizers and strategies to plan what I am going to write.
2. draft, revise, edit and publish my writing on my own or with help.
3. write to a written or verbal prompt.

Poster

## Defining proficiency

### How might you set proficiency?

- ❑ Rubric
  - ❑ Created by teacher or plc
  - ❑ Created with students
- ❑ Examples of strong and weak work
- ❑ Performance standard
- ❑ Quantitative number

## Rubric Format - Marzano

4	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.

<i>I can</i> Rubric		
Skill:		Skill Indicators:
4 Expert Exceeds	I understand completely! I can do it without making mistakes. I can help others.	
3 Master Proficient	<b>I understand the important ideas. I can do it by myself. Once in awhile, I make little or careless mistakes.</b>	
2 Apprentice Developing	I'm getting there! My mistakes show I understand most of the important ideas. Sometimes I need help.	
1 Novice Beginning	I don't understand yet. I can't do it by myself. My mistakes show that I have trouble with the important ideas.	

# Writing Numbers Rubric

4

- Write more than to 20
- Personal best

3

- All the numbers 0-20
- No backwards dance
- Nicely done

0, 1, 2, 3, 4, 5, 6, 7, 8,  
9, 10, 11, 12, 13, 14, 15, 16,  
17, 18, 19, 20

2

- Not all the numbers
- Kinda messy
- Backwards dances

1, 5, 3, 4, 6, 5, 8, 10, 11  
21, 12, 14, 15, 16, 15, 8  
19

1

- Just a couple of numbers
- Scribbles
- Really messy

5, 5, 5, 5, 5, 7, 8, 9

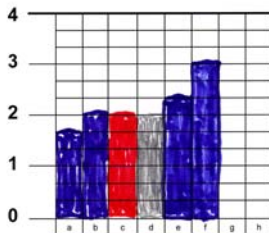
## Tracking My Own Learning

Student Name L.H. Date \_\_\_\_\_

### Learning Goal

Math: Understand and use decimals  
and percents.

My score at beginning: 2- My goal: 3 by Nov 30<sup>th</sup>



- a Oct 5 (2)
- b Oct 12 (2)
- c Oct 19 (2)
- d Oct 20 (2)
- e Oct 22 (2.5)
- f Oct 27 (3)
- g
- h

4 I make no mistakes; I understand completely.

3 I make no major mistakes; maybe little errors but understand what is important.

2 I make some major mistakes; my errors show I don't understand some important ideas.

1 I make many major mistakes; I just don't understand yet.

## Plan for Success

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Fall 2009		Third Grade Language Arts Student Learning Expectations
<b>Vocabulary Standard:</b> The student will understand level-appropriate vocabulary.		
Student Learning Expectation:	<i>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student...  1. uses grade-level appropriate content vocabulary.	I can...  1. use new vocabulary when speaking and writing.	1. observations, daily work, anecdotal notes from small groups, weekly, unit, and Fountas and Pinnell Benchmark assessments (context clues, multiple meaning words, homophones, homographs, synonyms, antonyms and compound words)



## PLC Learning Questions

- What do we want students to know or be able to do?
- **How do we know? What evidence do we have of the learning?**
- How do we respond if they struggle or don't learn?
- How do we respond if they already know it?

## Student Questions

- What do I need to know?
- **Where am I now?**
- **How do I get there?**
- What happens if I struggle or fail?
- What if I already know?

## Acceptable Forms of Evidence

### Intended Use for *Teachers and Professional Learning Communities*:

- ▣ identify student learning
- ▣ inform instruction
- ▣ identify proficiency

What evidence do we have of the learning?



### In-Process Measures: Formative Assessment

- ▣ During the learning process
  - ▣ Assessment *FOR* Learning
  - ▣ While the learning is forming
- ▣ Provides feedback to students
- ▣ Drives instruction

**Teacher:** What do we want each student to know or be able to do?

**Student:** What do I need to know?

*I can put story events in order.*

**Teacher:** What evidence do we have of the learning?

**Student:** Where am I now?

- *What resources/strategies will help you know if a child understands main idea and sequencing?*
- *What resources/strategies will help students know if they are successful in understanding main idea and sequencing?*

**Practice**

Comprehension: Sequence

Name \_\_\_\_\_

As you read *Mystic Horse*, fill in the Sequence Chart.

Event

↓

↓

↓

↓

↓

How does the information you wrote in the Sequence Chart help you to summarize *Mystic Horse*?

98 *Mystic Horse* Book 1, Unit 1

**Practice**

Comprehension: Sequence of Events

Name \_\_\_\_\_

A logical sequence of events is one of the keys to writing a story that makes sense.

But who says that all stories have to be that way? On the lines below, write your own out-of-order story. Then try numbering the events in such a way that they do make sense.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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At Home: Cut out the pictures from a magazine. Have your child glue them to make up a story with a beginning, middle, and end.

*Mystic Horse* • Book 1, Unit 1

**Oral Vocabulary**

I can use these words:

provide	habitat	humorous
protect	survive	amuse
guide	powerful	delight
separate	rare	mood
wild	wade	ridiculous
responsibility	entertain	

**High-Frequency Words**

I can use these words:

one	who	into	want
-----	-----	------	------

**Practice**

Fluency

Name \_\_\_\_\_

As I read, I will pay attention to questions.

How Do Trees Help People?

5 | Trees give people food to eat. We get apples  
14 | and oranges from trees.  
18 | Do you know someone who eats bananas?  
25 | Trees give us this fruit, too.  
31 | We get wood from trees. Some trees are  
39 | planted and used for wood. Wood makes  
46 | good homes for people.  
50 | Some things in our homes are made of  
58 | wood, too. Some toys, tables, and chairs are  
66 | made of wood. 69

**Comprehension Check**

1. How do trees help people?

2. What fruits do you eat from trees?

	Words Read	Number of Errors	Words Correct Score
First Read			
Second Read			

56 *Little Red Hen* • Book 1, Unit 2

At Home: Help your child read the passage, paying attention to the goal at the top of the page.

**Animal Names and Dads**

Book 1, Unit 2

At Home: Help your child read the passage, paying attention to the goal at the top of the page.

with bl, cl, and fl like black,

<p><b>Listening and Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>I can find clues that show the author's purpose in writing.</li> <li>I can use clues from the story and what I know to understand the author's ideas that are not stated.</li> <li>I can tell the difference between fact and opinion.</li> <li>I can find the problem, solution, and the steps to solve the problem.</li> </ul>	<p><b>Vocabulary Strategies</b></p> <ul style="list-style-type: none"> <li>I can use descriptions from surrounding sentences and my own knowledge to figure out words.</li> <li>I can use word origins, like words from people's names, to help me understand word meanings.</li> <li>I can use these 2 more strategies by adding - and - to a word.</li> <li>I can find out the group of words with special meaning like <i>hold your horse</i> (idiom).</li> </ul>	<p><b>Vocabulary Words</b></p> <p>I can use these words correctly: legendary, mutated, epid, cracks, merit, flink, fluctuate, overlooked, opportunity, us, us, strikes, crack, struggle, to, overjoyed, admission, to, degree, to, when, from, d, usually, game, Ap, and, volume, s</p>	<p><b>Practice</b></p> <p>Name _____ Date _____</p> <p><b>Practice</b> Comprehension: Make Inferences</p> <p>As you read <i>My Diary from Here to There</i>, fill in the Inferences Word Web.</p> <p>How does the information you wrote in the Inferences Word Web help you to generate questions about <i>My Diary from Here to There</i>?</p> <p>At Home: Have the student use the chart to read the story. My Diary from Here to There (Book #10) 47</p>
<p>I can use clues from the story and what I know to understand the author's ideas that are not stated.</p>		<p><b>Text Features</b></p> <ul style="list-style-type: none"> <li>I can find a table of contents.</li> <li>I can find a glossary.</li> <li>I can find an index.</li> <li>I can find a bibliography.</li> </ul>	<p><b>Take a Stand</b></p> <p><b>Rhetoric</b></p> <ul style="list-style-type: none"> <li>I can use the <i>and</i> and <i>but</i> to show the relationship between two ideas.</li> <li>I can use the <i>and</i> and <i>but</i> to show the relationship between two ideas.</li> <li>I can use the <i>and</i> and <i>but</i> to show the relationship between two ideas.</li> <li>I can use the <i>and</i> and <i>but</i> to show the relationship between two ideas.</li> <li>I can use the <i>and</i> and <i>but</i> to show the relationship between two ideas.</li> </ul> <p><b>Grammar, Mechanics, and Usage</b></p> <ul style="list-style-type: none"> <li>I can use common and proper nouns correctly.</li> <li>I can make a noun into a plural by adding -s or -es.</li> <li>I can make two plural nouns by changing the spelling like wolf to wolves.</li> <li>I can show ownership by adding an apostrophe in the correct places in a word (possessive nouns and plural possessive nouns).</li> </ul>

## Why Assessment Works for Learning

When students are required to think about their own learning, articulate what they understand, and what they still need to learn, achievement improves.

--Black and Wiliam, 1998; Sternberg, 1996; Young, 2000

## What Gets Measured Gets Done

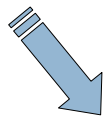
When you measure progress you:

- ▣ have a powerful influence on student achievement
- ▣ stay on track
- ▣ reach your target dates
- ▣ experience the excitement of achievement . . .  
which spurs you on to continued effort required to reach your goals

**Expectation/Skill**



**Evidence of Skill Acquisition**

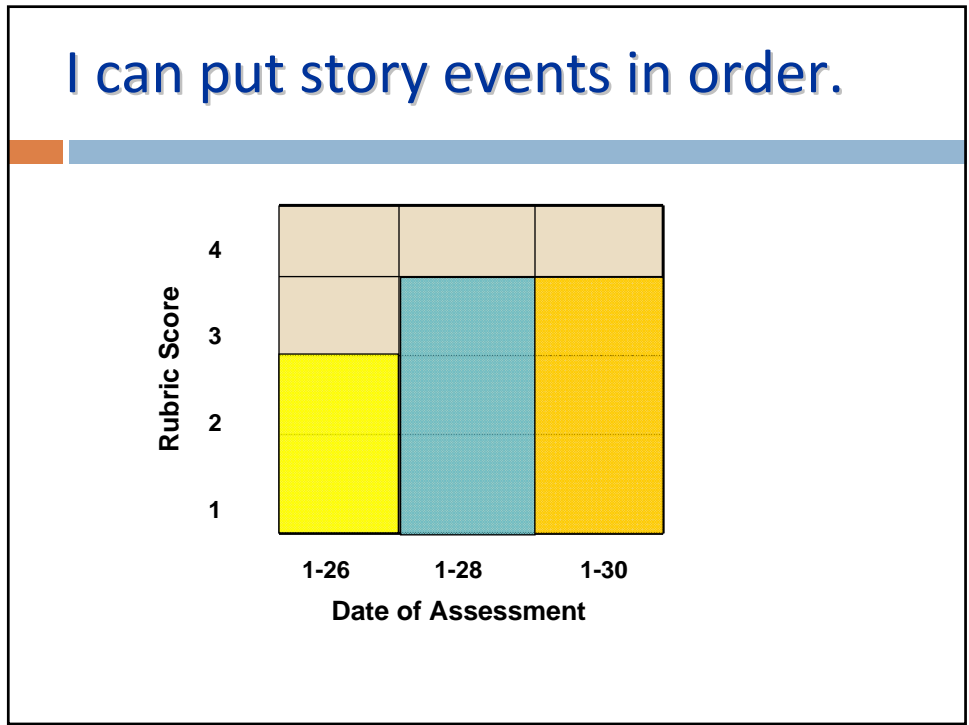


**Evidence Over Time**

<b>I can Rubric</b>		
<b>Skill: I can put a story events in order.</b>		<b>Skill Indicators:</b>
4 Expert Exceeds	I understand completely! I can do it without making mistakes. I can help others.	
3 Master Proficient	<b>I understand the important ideas. I can do it by myself. Once in awhile, I make little or careless mistakes.</b>	
2 Apprentice Developing	I'm getting there! My mistakes show I understand most of the important ideas. Sometimes I need help.	
1 Novice Beginning	I don't understand yet. I can't do it by myself. My mistakes show that I have trouble with the important ideas.	

<b>SLE: I can write a complete paragraph</b>	
4	<ul style="list-style-type: none"> <li>* 7- up sentences</li> <li>* Lots of supporting details</li> <li>* Use vocabulary and second grade words</li> <li>* Spelling is all correct</li> <li>* No missing punctuation</li> </ul>
3	<ul style="list-style-type: none"> <li>* Topic sentence</li> <li>* Supporting details</li> <li>* Closing sentence</li> <li>* Good handwriting</li> <li>* punctuation . ! ? , " ' ' "</li> <li>* capitals at the beginning of a sentence and names</li> <li>* spaces between words and after a sentence ends</li> </ul>
2	<ul style="list-style-type: none"> <li>* Some of the # 3 things</li> <li>* Some are missing</li> </ul> <p>Maybe not all capitals, spaced, punctuation is missing, nobody can read it, it doesn't have an opening, enough supporting details, or maybe a closing</p>
1	<ul style="list-style-type: none"> <li>* not using headline, baseline or midline</li> <li>* no capitals in the right places</li> <li>* missing punctuation</li> <li>* no topic sentence</li> <li>* no spaces between all the words</li> <li>* not enough details</li> <li>* lots of words are spelled wrong</li> </ul>

Kindergarten Intervention				Kindergarten Intervention					
Name _____				Name _____					
Teacher _____				Teacher _____					
Group _____				Group _____					
I can write my name school way.				I can identify the numbers to 20.					
4									
3				1	2	3	4	5	
2				6	7	8	9	10	
1				11	12	13	14	15	
	_____			16	17	18	19	20	
	1	2	3	_____					
	Scribbles or can't tell who it belongs to.	Some backwards dances. Capitals in the middle of name.	Beginning letter capitaliz All lette going the right way	Baseline	Week 1	Week 2	Week 3		





**Tracking My Progress**

Name \_\_\_\_\_  Fall  Winter  Spring

**1. Check  your Math goal area.**

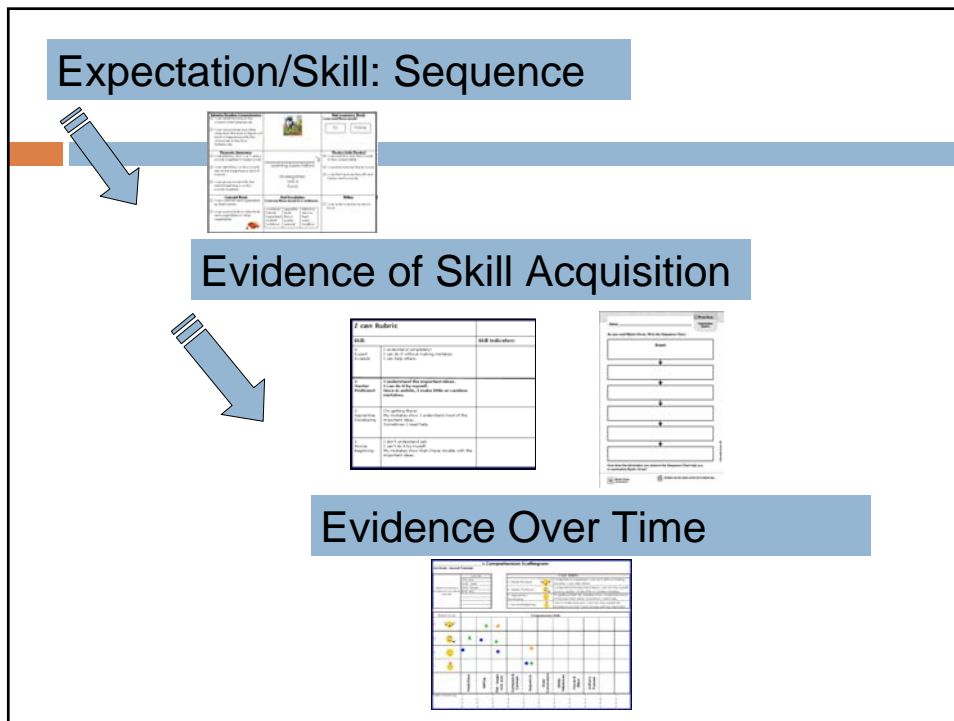
- Number and Operation
- Algebra
- Data
- Geometry
- Measurement

**3. Think about your learning.**

Celebrate!	Work On
------------	---------

**2. Record your work. Create a horizontal  $\leftrightarrow$  bar graph by coloring in your rubric score.**

Date	Assignment	I CAN #	<input checked="" type="checkbox"/> if for Practice (Formative)	<input checked="" type="checkbox"/> if for a Final Grade (Summative)	I Can Rubric Score			
					1	2	3	4



# Assessing Multiple I can's

The collage contains several math worksheets:

- Worksheet 1:** "How much?" with a number line from 0 to 10 and a clock showing 1:50.
- Worksheet 2:** "Write the time." with a clock showing 1:50.
- Worksheet 3:** "Count by 5" with a number line from 10 to 20.
- Worksheet 4:** "Count by 10" with a number line from 10 to 20.
- Worksheet 5:** "How many tallies?" with a bar graph showing 3 tallies for 'one', 2 for 'two', and 1 for 'three'.
- Worksheet 6:** "Point by 2" with a number line from 0 to 100.
- Worksheet 7:** "Use the graph." with a bar graph showing fish counts for different colors.
- Worksheet 8:** A large data table with columns for various skills (M1, M2b, N4a, N4b, NS) and rows for different students.

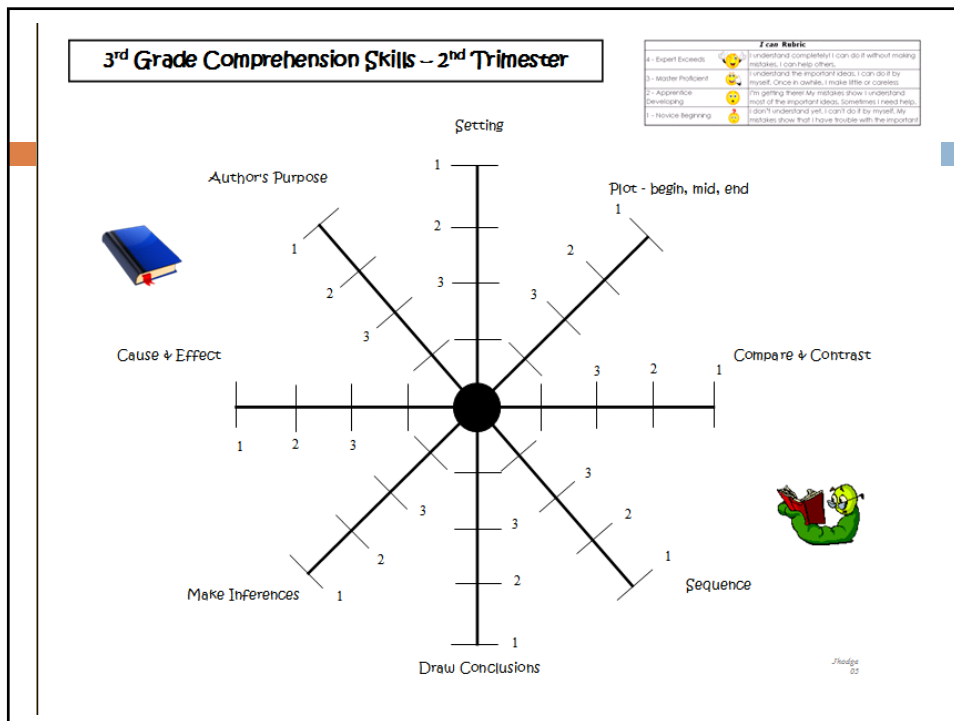
\_\_\_\_\_ 's Comprehension Scattergram

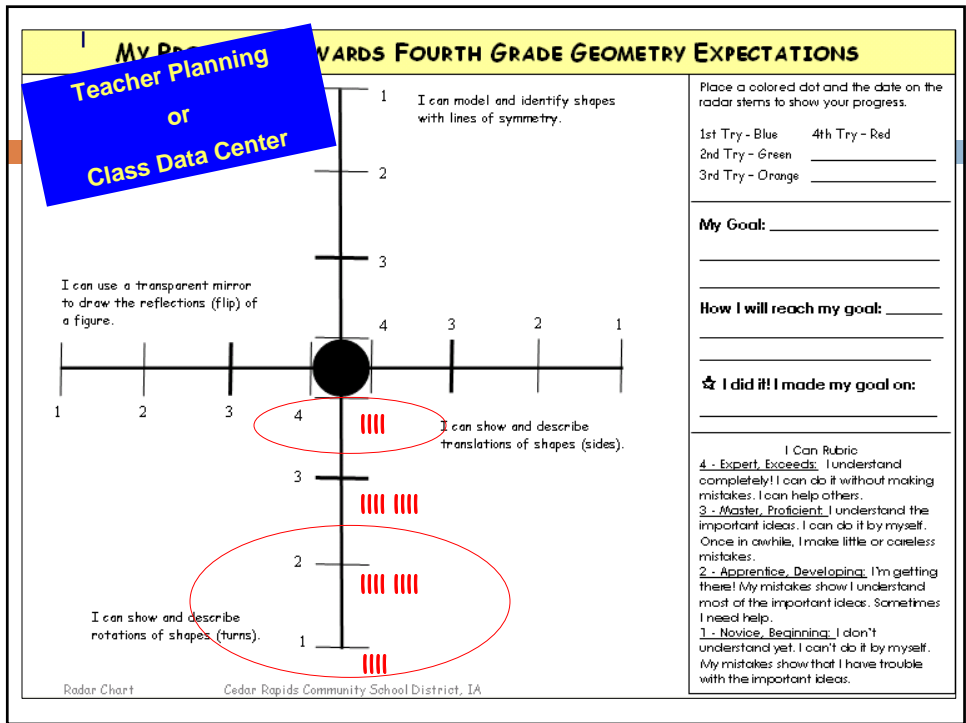
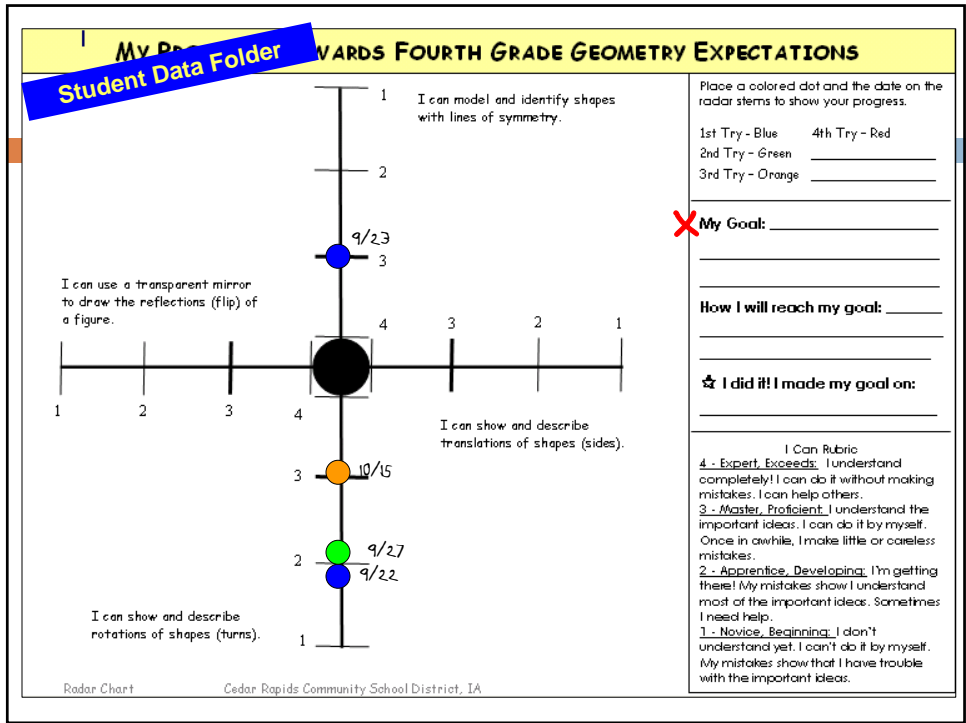
**3rd Grade - Second Trimester**

		Color Key				<i>I can</i> Rubric															
		1st Try - Blue	2nd Try - Green	3rd Try - Orange	4th Try - Red	4 - Expert Exceeds	3 - Master Proficient	2 - Apprentice Developing	1 - Novice Beginning												
Place a colored dot showing how you did on each skill.																					
Rubric Score	Comprehension Skills																				
4																					
3																					
2																					
1																					
	Predictions	Setting	Plot - begin, mid, end	Compare & Contrast	Sequence	Draw Conclusions	Make Inferences	Cause & Effect	Author's Purpose												
Date of each try:	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

# Plan for Success Process

- Identify the Learning Expectation
- Deconstruct into attainable targets
- Transform to student friendly version
  - ▣ “I Can” statements - SMART Targets
- Define Proficiency
- Determine accurate classroom assessments
- Use w/students to monitor growth
  - ▣ Data center
  - ▣ Data folder





## SMART Targets -

### *I Can* Statements

### Empower Students

- Common focus
- Target for achievement
- Communicate what is important
- Build community & engagement
- Increase motivation and confidence

## PLC Learning Questions

- What do we want each student to learn, know or be able to do?
- How do we know? What evidence do we have of the learning?
- How do we respond if they struggle or don't learn?
- How do we respond if they already know it?

# Contact Us

- Becky Martin – Continuous Improvement
  - [rmartin@cr.k12.ia.us](mailto:rmartin@cr.k12.ia.us)
- Ann Buckley
  - [abuckley@cr.k12.ia.us](mailto:abuckley@cr.k12.ia.us)
- Stephanie Stulken
  - [sstulken@cr.k12.ia.us](mailto:sstulken@cr.k12.ia.us)
- Quality Web Site-Cedar Rapids Schools
  - <http://quality.cr.k12.ia.us>
  - Presentation available at this web site

## Third Grade Language Arts Expectations



### I can...

#### Phonics

1. read and write words with prefixes, suffixes, and root words.
2. read and write words with vowel diagraphs: oi, oy, ow, ou, ew, oo.
3. read and write words with silent letters: gn, kn, wr.

#### Comprehension

- 1a. summarize fiction passages using main idea / detail.
- 1b. summarize fiction passages using visualization.
- 1c. summarize fiction passages using story elements (plot, setting, characters, events).
- 2a. summarize non-fiction passages using compare and contrast.
- 2b. summarize non-fiction passages using main idea/details.
- 2c. summarize non-fiction passages using text features text features.
3. identify author's purpose in a variety of texts (to persuade, inform, or entertain).

#### Fluency

1. read aloud grade-level material with clear expression after practicing.
2. read at an appropriate rate.
3. read fluently for extended periods of time.

#### Vocabulary

1. use general vocabulary when speaking and writing.
2. apply vocabulary strategies when reading.
3. use a dictionary to identify the correct meaning of a word.
4. use a thesaurus to choose more specific words for writing.
5. use tier two and three words in speaking and writing.

#### Writing Process

1. use graphic organizers and strategies to plan what I am going to write.
2. draft, revise, edit and publish my writing on my own or with help.
3. write to a written or verbal prompt.

Poster