Planning Guideline

Framework for Using LI and SC with Students

OVERVIEW

The purpose of this framework is to help students learn how to make sense of and use the learning intentions (LI) and success criteria (SC) to support their own learning during the lesson. The framework describes actions for both teacher and students to take at the start of the lesson, at midway points during the lesson, and at the end of the lesson.

Where the Guideline Fits in the Formative Assessment (FA) Cycle



This framework recurs throughout the FA cycle. The first part occurs when you write your LI/SC. Then, during class, there are steps for sharing the LI/SC and returning to them later. This return happens for one of several reasons: to further clarify and hone students' understanding of the LI/SC; collectively to take stock of where students' learning is so far in the lesson; to help students reflect on their learning based on selfassessment or on feedback that the teacher or peers provide; or to elicit more evidence of students' understanding.

Snapshot



STEPS TO THE FRAMEWORK

Before the Class Starts

1. Write LI and SC

Write the LI and SC for a lesson keeping LI and SC guidelines in mind. (Additional resource: see the "Guidelines for Writing LI and SC" planning guidelines for suggestions on writing LI and SC.)

Retrieved from the companion website for *Bringing Math Students Into the Formative Assessment Equation: Tools and Strategies for the Middle Grades* by Susan Janssen Creighton, Cheryl Rose Tobey, Eric Karnowski, and Emily R. Fagan. Copyright © 2015 by Corwin. Thousand Oaks, CA: Corwin, www.corwin.com

2. Identify places to revisit SC

Identify places in your formative assessment plan (see Formative Assessment Planning Templates and Guiding Questions for Formative Assessment) where you might pause for a couple of moments to revisit at least some of the SC. (Even if students have not had a chance to demonstrate whether they can meet the SC, pausing provides a chance for them to see which they have met and which they still need to work toward.)

During Class

The following steps use strategies designed to help students make sense of the LI and SC. These are intended to be repeated often, even on a daily basis, so that they become *routines* that the students internalize as part of their learning process.

3. Beginning: Use a sharing routine

At the start of the lesson, use a sharing strategy such as the ones listed below to familiarize students with the LI and SC. Repeat the strategy over subsequent classes to make it a sharing *routine*. The repetition of this strategy also helps establish students' understanding that the LI and SC are an important part of any new learning. They help students answer the self-regulation question: "What am I aiming for in my learning?"

Example Sharing Strategies provided on Resources.Corwin.com/CreightonMathFormative Assessment:

- Clarification
- Cover-Up
- Think/Pair/Share
- 3-Read

4. Middle: Use a revisiting routine

The revisiting strategies serve to model for students a variety of ways to pause and self-assess. They help students answer the self-regulation questions: "Where am I currently in relation to the goals? If I have not met the goals, what do I need to do next to be able to meet them?"

At some point during the lesson, use one of the revisiting strategies such as the ones listed below to do one of the following:

- With the class, collectively take stock of where students' learning is so far, with respect to the learning intention. This gives students an important opportunity to assess where they are in their understanding, which is a crucial part of consolidating and summarizing one's thinking.
- Elicit more evidence of students' understanding. Sometimes students' thinking can head in an unexpected direction, and you may need to gather more evidence about how students are making sense of the instruction so far.
- Provide formative feedback to further clarify and hone students' understanding of the LI/SC. Revisiting the LI/SC by way of formative feedback will give students more context for understanding the LI/SC, and it can provide a valuable opportunity to clarify the LI/SC with students.

Retrieved from the companion website for *Bringing Math Students Into the Formative Assessment Equation: Tools and Strategies for the Middle Grades* by Susan Janssen Creighton, Cheryl Rose Tobey, Eric Karnowski, and Emily R. Fagan. Copyright © 2015 by Corwin. Thousand Oaks, CA: Corwin, www.corwin.com

Repeating the strategy over subsequent classes can help to make it a revisiting *routine*.

Example Revisiting Strategies provided on Resources.Corwin.com/CreightonMath FormativeAssessment:

- Gathering Evidence
- Providing Formative Feedback
- Taking Stock

5. End: Use a wrapping-up routine

At the end of the lesson, use one of the wrapping-up strategies such as the ones listed below to help students summarize and consolidate their learning at the end of a class period. Repeat the strategy over subsequent classes to make it a wrapping-up *routine*. These strategies help students answer the self-regulation question: "Where am I currently in relation to the goals?"

The wrapping-up strategies help students pause and take stock of any progress they've made on meeting the LI, even if they have not completed all the lesson activities by the end of the class period. Different wrapping-up strategies will be appropriate depending on whether the lesson is completed at the end of the class period or whether the lesson will continue in subsequent class periods. Unlike revisiting the LI and SC, which requires a responsive action in the moment, wrapping up with the LI and SC allows you to gather evidence that you can reflect on as part of planning the next class period. Some of the strategies provided as revisiting strategies (above) can be used for either purpose. The wrapping-up strategies included below are particularly well-suited to summarizing your work together at the end of a class period.

Example Wrapping-Up Strategies provided on Resources.Corwin.com/CreightonMath FormativeAssessment:

- Exit Ticket
- Reflect-Aloud
- X-Marks-the-Spot

Retrieved from the companion website for *Bringing Math Students Into the Formative Assessment Equation: Tools and Strategies for the Middle Grades* by Susan Janssen Creighton, Cheryl Rose Tobey, Eric Karnowski, and Emily R. Fagan. Copyright © 2015 by Corwin. Thousand Oaks, CA: Corwin, www.corwin.com