

The Power of a Learning Continuum

Transforming Learning Summit



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“Good teaching is a response to students’ learning rather than the cause of students’ learning.”

(Rodgers and Raider-Roth, 2006)

Session outcomes:

1. Explore the story of a young learner and her shifting investment in her own learning journey
2. Learn the process for designing a learning continuum (targets and criteria)
3. Consider ways to utilize the continuum to enhance assessment design in personal teaching contexts

Learning Continuum

More Complex	<p>Extension</p> 	<p>What might students do to deepen skill and understanding?</p>	<p>Questions to guide “digging deeper”</p>	<ul style="list-style-type: none"> • Differentiation • Adjustment in “real time” through formative assessment
	<p>Proficient</p> 	<p>How will we know are thinking or behaving proficiently?</p>	<p>Questions to check for proficiency; may be Essential Questions</p>	<ul style="list-style-type: none"> • Summative assessment • Reporting • Re-demonstration • Metacognition and goal setting
Less Complex	<p>Exploring</p> 	<p>What steps will students need to take to explore and practice? How might we need to support them?</p>	<p>Questions to guide exploration and practice</p>	<ul style="list-style-type: none"> • Formative assessment • Feedback • Differentiation • Self-assessment • Learning plan
	<p>Building Readiness</p> 	<p>What vocabulary, concepts, and skills do students need to get ready for learning?</p>	<p>Questions to guide activation</p>	<ul style="list-style-type: none"> • Pre-assessment or CFA • Front-loading vocabulary • Concept development • Basic skill development

Learning Goal: Identifying the central idea and key details

More Complex	Enriched Understanding	<p>I can practice identifying the central idea of more complex texts.</p> <p>I can practice on texts where there is more than one central idea.</p> <p>I can identify the main idea after skimming and scanning.</p> <p>I can suggest changes to a text that will not impact the central idea.</p>
	Proficient	<p>I can accurately identify the central idea of the text.</p> <p>I can recount key details and explain how they support the central idea.</p>
Less Complex	Exploring	<p>I can predict and confirm as a strategy.</p> <p>I can tell important details from interesting details.</p> <p>I can identify key details in different parts of a text.</p> <p>I can explore all structures and features of a text.</p> <p>I can read to the end of a text.</p>
	Building Readiness	<p>I can identify a text feature.</p> <p>I can explain how a central idea and supporting detail are different but connected.</p> <p>I can read a text to the end.</p> <p>I can identify a detail in a text.</p>

Outcome:		
More Complex	<p>Enriched Understanding</p> <p><i>What might students do to deepen skill and understanding?</i></p>	
	<p>Proficient</p> <p><i>How will we know when students are proficient?</i></p>	
Less Complex	<p>Exploring</p> <p><i>What steps will students need to take to explore and practice?</i></p>	
	<p>Building readiness</p> <p><i>What vocabulary, skills, and concepts do students need to even begin?</i></p>	

