COVID-19 Considerations for Reopening Schools
July 13, 2020

Academic Re-entry, Stage Two: Meeting Learners' Academic Needs

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Stage Two: Overview
This Stage Two Academic Re-entry guidance builds upon the Stage One guidance that was issued by the Kentucky Department of Education (KDE) on June 1, 2020. Stage One supports educators through the process of drafting an adjusted curriculum. Stage Two focuses on support on meeting the academic needs of learners through the formative assessment process.

Purpose of Stage Two
Formative assessment is a critical component of a balanced assessment system that can greatly impact student achievement. The process of eliciting, interpreting and using evidence as part of ongoing teaching and learning allows teachers and students to make adjustments focused on closing the gap between students' current level of understanding and the intended learning outcomes.

Due to the extended remote learning that occurred during the spring of 2020, students may have more gaps than typically expected in their understanding of grade-level standards from the 2019-2020 school year. For teachers to meet the needs of their students and to close gaps, it is imperative that educators identify and implement evidence-based practices for incorporating formative assessment into their daily instructional routines. The minute-by-minute, daily and weekly use of formative process provides teachers with the information they will need to make instructional adjustments that moves learning forward for all students.

The purpose of this guidance is to:
- Define formative assessment and explain the benefits for students and teachers;
- Describe four key strategies that support the formative assessment process; and
- Identify instructional approaches for taking responsive action to address the needs of all learners.

Please see videos and slide presentations under Stage 2 Guidance section of the COVID-19 Resources for Educators and Families webpage.

Defining Formative Assessment
The Council of Chief State School Officers (2018) defines formative assessment as:

> *"... A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners."*

Key Elements of Formative Assessment
- Formative assessment involves intentional planning. The teacher has a clear purpose for questions, tasks and activities that aligns with the intended learning outcomes to elicit evidence of student understanding.

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- Formative assessment is an ongoing process, not a one-time event that occurs at the end of learning. It is interwoven into daily learning and teaching as the teacher transitions from instruction to assessment to feedback to make adjustments that move learning forward.
- Formative assessment evidence is used by both students and teachers as they work collaboratively as a community of leaners. As students play a more active role in this process, they gain the skills necessary to become lifelong learners.
- Formative assessment provides descriptive and actionable feedback that allows students and teachers to make adjustments to improve achievement on the intended learning outcomes.

Benefits of Formative Assessment
- Helps identify what students can do with help and what they can do independently
- Involves students in active learning, keeps them on task and focuses them on learning goals
- Allows students to receive feedback on exactly what they need to do to improve and shows them what to do next to reach the intended learning outcomes
- Provides teachers with information to make immediate adjustments based on students' current level of understanding in relation to the intended learning outcomes
- Provides teachers with feedback to determine effectiveness of instruction

Key Strategies to Support Formative Assessment
Formative assessment is a process of eliciting, interpreting and using evidence about student learning while it is occurring.

Trumbull and Lash (2013) state, "There can be no prescription for what a single instance of formative assessment should look like. Any instructional activity that allows teachers to uncover the way students think about what is being taught and that can be used to promote improvements in students' learning can serve a formative purpose."

Ultimately, any question, task or activity should provide information to help learners answers three questions (Hattie and Timperley, 2007):

- Where am I going?
- Where am I now?
- Where to next?

Research has identified several key strategies that can support teachers and students in answering these three questions. Four strategies are listed below:
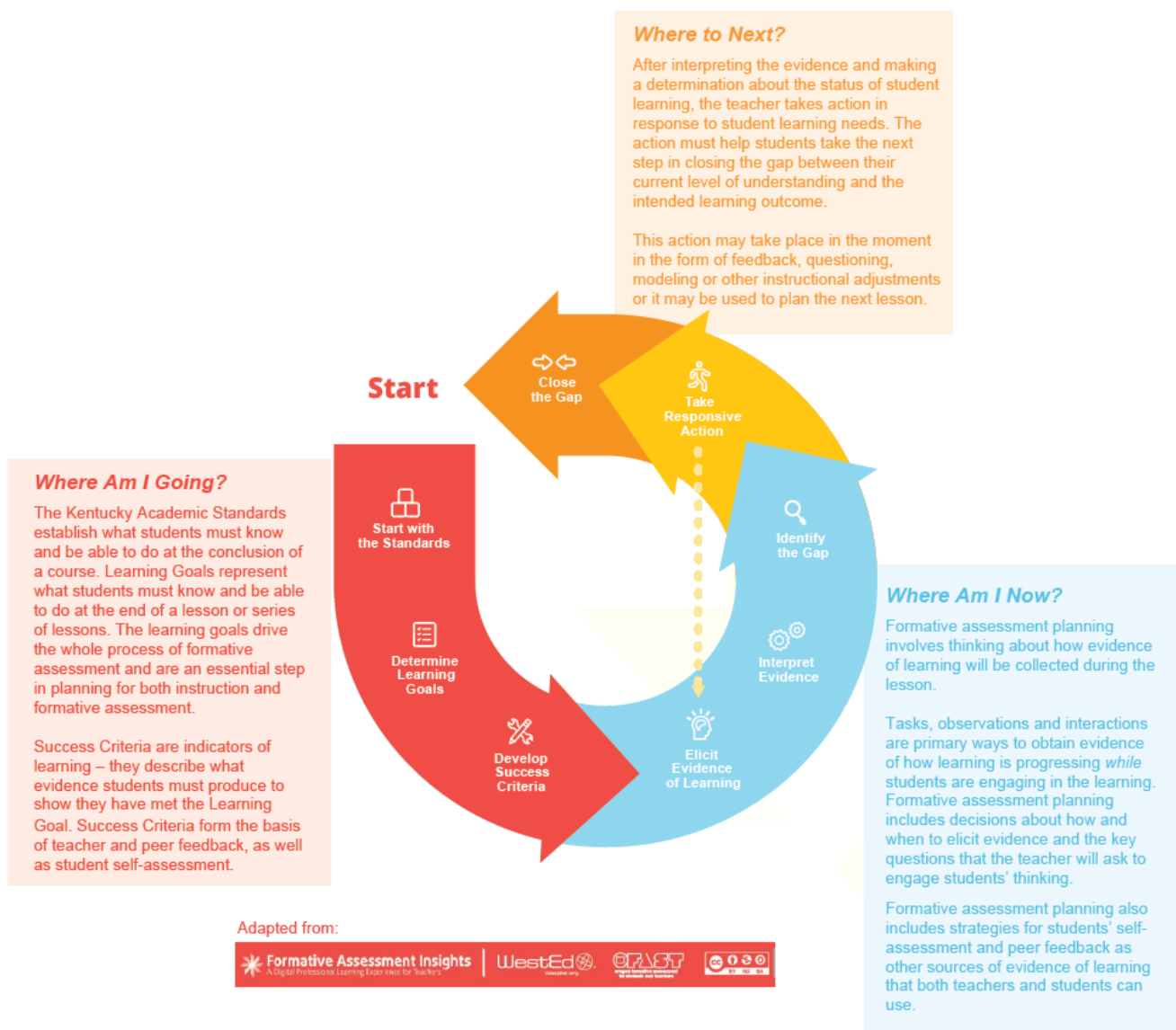
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- **Strategy 1**: Clarifying and sharing learning goals and success criteria
- **Strategy 2**: Eliciting evidence of student understanding
- **Strategy 3**: Providing feedback that moves learning forward
- **Strategy 4**: Using peer and self-assessment to develop student ownership

Figure 1: Formative Assessment Feedback Loop

Where to Next?

After interpreting the evidence and making a determination about the status of student learning, the teacher takes action in response to student learning needs. The action must help students take the next step in closing the gap between their current level of understanding and the intended learning outcome.

This action may take place in the moment in the form of feedback, questioning, modeling or other instructional adjustments or it may be used to plan the next lesson.

Start

Close the Gap

Take Responsive Action

Start with the Standards

Identify the Gap

Where Am I Going?

The Kentucky Academic Standards establish what students must know and be able to do at the conclusion of a course. Learning Goals represent what students must know and be able to do at the end of a lesson or series of lessons. The learning goals drive the whole process of formative assessment and are an essential step in planning for both instruction and formative assessment.

Success Criteria are indicators of learning – they describe what evidence students must produce to show they have met the Learning Goal. Success Criteria form the basis of teacher and peer feedback, as well as student self-assessment.

Determine Learning Goals

Interpret Evidence

Develop Success Criteria

Elicit Evidence of Learning

Where Am I Now?

Formative assessment planning involves thinking about how evidence of learning will be collected during the lesson.

Tasks, observations and interactions are primary ways to obtain evidence of how learning is progressing *while* students are engaging in the learning. Formative assessment planning includes decisions about how and when to elicit evidence and the key questions that the teacher will ask to engage students' thinking.

Formative assessment planning also includes strategies for students' self-assessment and peer feedback as other sources of evidence of learning that both teachers and students can use.

Adapted from:

Formative Assessment Insights | WestEd. | FAST

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Strategy 1: Clarifying and Sharing Learning Goals and Success Criteria

Importance of Strategy
The first step in the formative assessment process is to clarify the intended learning goals and success criteria. Before teachers can assess where students are in their learning, before they can give meaningful feedback and before students can reflect on their own learning, teachers must first be clear on where students are going and articulate the intended learning to the students (Wiliam & Leahy, 2015).

When teachers share the learning goals and success criteria with the students and use them to guide teaching and learning, it shifts the focus for students away from what they are doing to what they are learning.

Learning Goals and Success Criteria
As teachers work together in Professional Learning Communities (PLCs), they need to analyze the standards to identify what students must know and be able to do to meet the expectations of the standards. This analysis helps teachers determine the content, concepts and/or skills students must master on their way to meeting the full depth of a standard or group of standards.

To support teachers in analyzing the standards, the PLC should utilize the *Kentucky Academic Standards* (KAS) documents focusing in on the critical components. The purpose of the critical components found in each KAS document is to provide greater clarity in what the standards are specifically asking students to know and be able to do to meet the expectations of the standards.

Examples of the components include multidimensionality, clarifications and progressions. For example, within the *KAS for Reading and Writing* document, the multidimensionality component highlights the three dimensions built within each standard: content, comprehension and analysis. By specifying the three dimensions separately, the standards document better communicates the intent of each standard so that local instruction and assessment will align to the intended depth.

The PLC should focus on examining each component and the connections between the components and the standards, as well as how those components can support teachers in designing standards-aligned instruction, grade-level assignments and classroom assessments. [The Breaking Down a Standard Resources](#) are available from the Kentucky Department of Education (KDE) to assist teachers in analyzing content area standards.

Based on this analysis, teachers derive the learning goals and success criteria that will help ensure alignment between the grade-level standards, instruction and assessment. The learning goals and success criteria guide teachers as they design questions, tasks and activities that align to these learning outcomes.

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- Learning Goals:
    - Also referred to as learning intentions, targets, objectives or purpose
    - Brief statement that describes clearly what students need to know, understand and be able to do by the end of the lesson or a series of lessons
    - Represent the "destination" of where students are going
    - Can focus on knowledge, skills and/or concepts and should be aligned to the grade-level standards
    - Focused on the intended learning, not a list of activities that students will do

- Success Criteria:
    - Statements that describe the evidence students must produce to show they have achieved the learning goals
    - Provide a "map" to the learning destination
    - Act as major checkpoints along the way for teacher and students to know how they are progressing
    - Specific, concrete and measurable
    - Used as the basis for teacher feedback, peer feedback and student self-assessment
    - Are supported, when necessary, through modeling, exemplars or work samples

The learning goals and success criteria provided in Table 1 are meant to help teachers better understand the difference between the two concepts and provide content area examples. Please note that these are possible suggestions. They are not the only pathways and are not comprehensive to obtain mastery of the standards.

Table 1: Examples of Learning Goals and Success Criteria

Learning Goal	Success Criteria
We are learning about the importance of photosynthesis and cellular respiration	- I can explain how energy can be stored in food through chemical reactions. - I can identify and explain how different parts of a plant gather materials needed for photosynthesis. - I can create a model to show how plants use photosynthesis to make food they need for growth and energy. - I can create a model to show how animals are able to gain energy from plants through cellular respiration. - I can utilize a model (food web) to develop a scientific explanation as to how matter and energy move through an ecosystem.

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We are learning to identify the central idea of a text.	- I can define central idea. - I can list key details of a text. - I can analyze key details to determine the central idea of a text. - I can analyze how the central idea is reflected in a text and cite relevant evidence to support thinking around the central idea.
We are learning to compare fractions.	- I can draw models to make fraction comparisons. - I can use the symbols >, < and = when making fraction comparisons. - I can explain how the size of equal parts can be used to compare fractions. - I can construct a viable argument and/or critique the reasoning of others to prove whether a fraction comparison is correct or incorrect.
We are analyzing the structure of the U.S. government, including separation of power and its system of checks and balances, through inquiry practices.	- I can ask compelling and discipline-specific supporting questions about the structure of the U.S. government. - I can identify the three branches of government and describe the function and roles of each branch. - I can describe the limitations of each branch established by separation of powers. - I can analyze how the system of checks and balances creates a balance of power among the branches of government. - I can use and integrate information from primary and secondary sources to develop claims that answer compelling and supporting questions, while noting key similarities and differences in the perspective the sources represent. - I can construct explanatory products to convey the diverse perspectives that impacted the founding of the United States. - I can explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.

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Strategy 1 Considerations

- How will you collaborate with grade-level teachers to determine learning goals and success criteria necessary for students to meet the standards within each unit of study in the curriculum?
- How will you collaborate with teachers from the previous grade level to clarify learning goals and success criteria for standards identified as gaps due to extended remote learning in the spring of 2020?
- How will you share learning goals and success criteria with your students?
  - Possible ideas:
    - When introducing new learning goals and success criteria, have students reflect on what they already know about the goal, specific words or phrases that are confusing or they don't understand. If in a virtual setting, students can post their responses electronically through a virtual chat platform or electronic document to capture their thinking (NCEO, 2020).
    - Remind students of the learning goals and success criteria before students start any instructional task or activity to focus them on the purpose.
    - Write the learning goals and success criteria on the assignment or task.
    - During teacher-directed instruction, share the learning goals and success criteria at the beginning to focus students. Where applicable, build in stopping points throughout and pose questions to have students reflect on the intended learning.
    - If using a slide presentation as part of direct instruction or an assignment in a virtual setting, insert a slide at the beginning that describes the learning goals. Where applicable, insert slides at critical points throughout that contain questions to help students reflect on the intended learning (NCEO, 2020).
    - When recording an audio file for students, clearly state the learning target and success criteria at the beginning to focus the student, and reference throughout as applicable (NCEO, 2020).
- How will you help students understand the success criteria?
  - Possible ideas:
    - Utilize examples of student work and ask students to reflect on them using the success criteria.
      - In a virtual setting, these examples could be in a document shared electronically with the students, shown and discussed in a recorded video for easy student access, or shared in live virtual meetings (NCEO, 2020).

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- Provide modeling, where appropriate, that allows the learner to follow, imitate or work from what they have witnessed.
- If using a rubric that contains the success criteria, provide it at the same time they get the assignment or task.
  - Check to make sure the criteria on the rubric are about things that provide evidence of learning, not about following directions or surface features of the work.
- How will you intentionally utilize the learning goals and success criteria throughout instruction to focus students on what they are learning and not on what they are doing?

Strategy 2: Eliciting Evidence of Student Understanding

Importance of Strategy
Once teachers and students are clear on the intended learning outcome, the next step is to determine where students are in meeting that goal. Teachers need to not only intentionally plan instructional activities aligned to the learning goals, they also need to plan in detail how they are going to find out where students are in their learning throughout the lesson or series of lessons.

When teachers ask students to engage in activities that directly relate to the learning goals and success criteria, students feel respected and see the school experience as purposeful and coherent (Erkens, Schimmer, & Vagel, 2018).

The insights below are adapted from "Insights About Eliciting Evidence" by WestEd and Oregon FAST:

Elicit evidence aligned to the learning goals and success criteria of the lesson
- As students engage in any learning experience, they need to make visible a performance of learning or an execution of a skill that reflects what is articulated in the success criteria.

Elicit evidence intentionally and strategically
- Opportunities to elicit evidence are thought through in advance and strategically placed at points in the lesson where teachers know they will need information about the status of student learning.

Elicit evidence in multiple ways
- "Evidence" is much more than numerical data. It includes all the ways students showcase their learning relative to the learning goals and success criteria. When teachers use multiple approaches to establish the current level of student understanding, it provides a much richer picture of student learning to analyze and act on during instruction.

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Instructional Routines for Eliciting Evidence
These routines are adapted from "Five Evidence Gathering Routines" by WestEd and Oregon FAST:

Routine #1: Elicit evidence through activating prior knowledge
As instruction begins in a new lesson, students will have different starting points, misconceptions and foundational knowledge. Activating background knowledge helps teachers:

- Identify students' prior knowledge and current level of understanding
- Identify missing elements in skills or understanding
- Elicit misconceptions
- Clarify where to begin instruction

Instructional routines focused on activating prior knowledge helps students explore connections across content areas and engage in thinking about the learning goal. While background knowledge is often assessed at the onset of a lesson, it should be assessed, enhanced and worked on throughout a learning sequence. Some possible techniques include:

- K-W-L charts
- Quick writes
- Checklists
- Carousel brainstorming
- Whiteboard prompts

Routine #2: Elicit evidence through academic dialogue
When students engage in academic dialogue, they are thinking, exploring ideas and making connections. When students talk, teachers can better understand what students know, the strategies they are using and how they are thinking about the content. It is important for teachers to create a classroom culture in which there is equitable academic talk among all students.
To support effective use of academic dialogue, teachers should:

- Develop and uphold classroom norms that promote a safe expression of ideas
- Establish opportunities to explore multiple viewpoints and solutions
- Ensure dialogue allows for equitable participation by all students
- Establish consistent use of both large and small group dialogue

Routine #3: Elicit evidence through questioning
Effective oral questioning supports cognitive growth, provides connections to prior knowledge, contributes to a classroom culture that promotes learning and risk-taking and supports students' ability to internalize next steps in learning.

Some essential elements of effective questioning that support eliciting evidence:

- Plan questions in advance of the lesson that will prompt student thinking throughout the lesson. Pose questions to elicit thinking at key points in the lesson or sequence questions

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      to address appropriate cognitive demands as students' understanding becomes more sophisticated.

- Engage in assessment conversations by asking follow-up questions to further explore student thinking. The follow up might:
  - Build on student thinking to make connections ("How might this connect to what we studied in our last unit?")
  - Challenge students to prove their thinking ("What evidence do you have to support your answer?")
  - Probe student ideas and misconceptions ("What would that look like if … ?")
  - Bring other student voices into the conversation ("What do you think about what was just said? Can you build on his/her response?")
  - Engage others to elicit different thinking ("Can you think of a different way to approach the problem?")
- Apply the research on effective questioning. Use wait time, integrate questions that encourage higher-order thinking and provide opportunities to formulate their ideas (pair-share, pre-write) when asking cognitively complex questions.

Routine #4: Elicit evidence through observation and analysis of student work
Using multiple representations of learning helps teachers understand a more complete picture of each student's understanding. When planning to gather evidence of learning, consider learning opportunities where student thinking can be observed. This might include:

- Drawing
- Diagrams
- Graphs
- Concept/mind maps
- Model building
- Investigations
- Student writing
- Graphic organizers
- Detailed outlines
- Student notes

Strategy 2 Considerations

- How will you collaborate with grade-level or course content teachers to determine the best way to elicit evidence for the learning goals and success criteria for grade-level standards?
- How will you collaborate with teachers in the previous grade level or course to determine possible ways to elicit evidence of student learning for those standards identified as gaps due to the extended remote learning during the spring of 2020?
- How will you ensure that what you ask students to say, do, make or write will provide you the information needed to determine where students are in their understanding relative to the learning goals and success criteria in both the classroom and virtual setting?

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- At what strategic points throughout the lesson will evidence of student learning need to be intentionally designed?
    - Will evidence be needed at the start of the lesson to determine how best to begin and frame the lesson content?
    - Will evidence be needed early in the lesson, before building on introductory content?
    - Will evidence be needed partway through the lesson in order to decide among different instructional routes to reach the intended learning outcome?
    - Will evidence be needed at the end of the lesson to help plan the next lesson?
- When designing lessons, what typical misconceptions might students have, or what common errors might they make? How will you elicit evidence to address those misconceptions or errors in thinking?
- What are the different ways you will gather evidence of student learning to gain a richer picture of student learning that most aligns with the intended learning outcomes of each lesson?
- What classroom norms are needed to support academic dialogue in both the classroom and virtual settings?

Strategy 3: Providing Feedback that Moves Learning Forward

Importance of Strategy
Feedback is a critical component of the formative assessment process. It provides students and teachers with information about how students are doing relative to the intended learning outcome. Effective feedback provides students with the information they need to understand where they are in their learning and what to do next. It also serves to increase student motivation because once students feel they understand what to do and why, it helps them feel that they have more control over their own learning (Brookhart, 2017).

Insights for Providing Effective Feedback
The insights below are adapted from "Six Insights about Feedback" by WestEd and Oregon FAST.

Give feedback that relates student work to the learning goals and success criteria
Feedback is about letting students know where they are relative to where they are heading. Effective feedback focuses on the status of student learning as evidenced by what students say, do, make or write. If feedback is to be meaningful and actionable, it is critical that students have a clear understanding of the of the learning goals and how they will recognize when they have met them using the success criteria.

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Give feedback that students can use
Feedback is beneficial when students can act on it to move their learning forward. One of the goals of feedback is to ensure teachers are not doing the work of learning for the student. To do this, teachers use clear, descriptive language to provide hints, clues and guidance that can help move student learning forward. Usable feedback should:
- Focus on the learning goals and success criteria;
- Make reference to what students have done well; and
- Suggest next steps for improvement.

Give feedback that supports students' management of their own learning
When feedback is effective, it casts students as capable managers of their own learning by helping them to understand the status of their learning relative to the learning goal and to take steps to advance their own learning. If students understand what is "good" about their work, they are able to internalize the knowledge, strategies or processes they used in this and apply them to other situations in the future.

It is a good idea to check with students to see whether the feedback provided is adequate for them to take the next steps for themselves. For example, asking questions such as, "Are you clear on what you need to do next?" or "Can you tell me what you are going to do next?" will provide feedback to the teacher about students' understanding of the guidance and support offered.

Strategy 3 Considerations
- How will you ensure that your feedback is linked to the learning goal and success criteria?
- How will you provide feedback in a timely manner that allows students to take action and apply the feedback?
  - Possible ideas for virtual settings (Fiock & Garcia, n.d):
    - Text annotations: Notes or comments added digitally to written assignments
    - Audio or video file: Could be provided to individual students or to small groups of students requiring the same type of feedback
    - Rubrics: Online scoring guides aligned to the success criteria to evaluate students' work
- How will you intentionally build in time for students to respond to and apply feedback to their work?
- How will you structure opportunities to have uninterrupted time with individuals or groups of individuals to provide feedback?
  - In the virtual setting, how will you structure time and opportunity to meet with individuals or small groups to provide feedback?

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Strategy 4: Using Peer- and Self-Assessment to Develop Student Ownership

Importance of Strategy
Peer and self-assessment help students develop both self-regulation and self-efficacy. As they learn to become more self-regulatory, students can monitor, direct and regulate their own actions as they progress toward the learning goals. Through peer assessment, students gain increased clarity on the learning goal and success criteria. Self-assessment provides students with the opportunity to apply their understanding of the learning goals and the success criteria to their own work to become more aware of their strengths, progress and any gaps in learning they still need to address (Moss & Brookhart, 2019).

Peer Assessment
The following guidance is adapted from "Peer Assessment" by WestEd and Oregon FAST.

Peer assessment requires a classroom culture characterized by supportive, collaborative relationships that lead to feelings of mutual trust among the students. In such a classroom culture, students understand that they share responsibility for their own and their peer's learning and that part of this joint responsibility is to provide constructive, respectful and non-judgmental feedback. Below are three strategies teachers can use to help support students to give peer feedback:

Model providing feedback
- When teachers provide oral or written feedback, students are listening to and noticing what quality feedback sounds or looks like. Teachers also can model feedback for students by using samples of student work, reviewing the learning goal and success criteria with the whole class, and analyzing the work in light of the criteria and discussing what feedback to provide and why.

Use feedback prompts and protocols
When students are first starting the process of peer feedback, conversation prompts can support and build students' skill at providing feedback. Some possible prompts include:

- I would like to suggest …
- I wonder why …
- I am confused because …
- Have you thought about … ?
- I notice that …

- I did not understand what you meant when you said …
- A strength I see in your work is …
- You could improve this by …

Analyze strong and weak feedback
Students also can benefit from discussing examples of strong and weak feedback, both oral and written. Students can be guided to consider the feedback with questions such as:

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- Do you understand the feedback?
- Does the feedback match the learning goal and success criteria?
- Is the feedback specific?
- Would this student know what to do with the feedback to move forward?
- How might you improve this feedback?

Creating a list of what makes strong and weak feedback after these analyses, or reviewing existing lists to make sure they include specific items from the analyses, also are useful strategies.

Self-Assessment

The insights below highlight how to structure self-assessment opportunities into classroom practice. These are adapted from "Insights about Self-Assessment" by WestEd and Oregon FAST.

Self-assessment is explicitly taught and modeled by the teacher

When teachers explicitly teach students to become effective self-assessors, students are empowered to be in charge of their own learning: to identify goals, determine where they are in their learning with respect to the goals, and to take actions to close the gap. At each stage of this process, students require feedback, support and practice. To support teaching self-assessment skills to students:

- Model how the success criteria are applied to student work.
- Provide opportunities for students to apply criteria to their own work.
- Discuss with students how well they are assessing their own learning.
- Help students use feedback (from the teacher, peer assessment and self-assessment) to develop individual learning goals and clarify next steps in their learning.

Self-assessment involves students applying all the elements of the feedback loop to their own work

To do self-assessment well, students need to attend to all three primary questions in the feedback loop, beginning with, "Where am I going?", then reviewing their own work or their thinking to determine, "Where am I now?" and finally answering, "Where to next?".

Students must have a clear conception of where the learning is headed in order to assess their status in relation to that goal. The process of internalizing the success criteria allows students to come to a deeper understanding of what they are learning and will result in their self-assessment being more aligned with the expected learning goals. As students become more skilled at assessing their progress towards the learning goals, they are increasingly able to make decisions about where to go next in their learning.

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Self-assessment is an essential element in support of student agency and self-regulation
Student self-assessment is a critical component of classroom formative assessment, as it is a key element of practice that supports students to become independent and self-regulating learners. Self-assessment supports students to develop metacognitive skills, in which they can think about their thinking and how they learn. This provides students with opportunities to practice self-regulation skills. While teachers model this work in the early stages, the expectation is that students develop and use metacognitive strategies themselves.

To help reach this independent stage, teachers develop a repertoire of strategies students can use (i.e. templates, checklists, reflections) that facilitate their responsibility and ownership for monitoring their own learning.

Strategy 4 Considerations
- How will you build a classroom community, in both the classroom and virtual setting, that supports peer and self-assessment? What classroom norms, routines and procedures are needed to build trust and a supportive environment?
- How will you intentionally build students' skills in providing peer feedback?
- How will you provide opportunities for peer assessment?
    - Possible ideas for peer feedback in a virtual setting:
        - Collaborative documents (i.e. Google Docs, OneDrive)
        - Group discussion using videoconferencing or a forum
- How will you build in opportunities for students to self-assess and reflect on the learning goals and success criteria?
    - Possible ideas for virtual setting (NCEO, 2020)
        - Format the success criteria into a tool students can use as they do their lesson or assignment. Examples include a simple bulleted list, a checklist or a rubric.
        - Include one or more self-assessment loops in the assignment directions, where students review their work using the tool and make adjustments to their work.
        - Include a "mid-point reflection" in a document-based lesson or assignment or include one or more pause points in a video or slide-based lesson or assignment. Possible reflection questions might include:
            - When you look at the success criteria you have been using, which one has been the easiest for you? Why?
            - Which one has been the most difficult for you? Why?

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Taking Responsive Action
The following guidance was adapted from "Taking Pedagogical Action" by WestEd and Oregon FAST.

After teachers have interpreted the evidence and made a determination about the status of student learning, they need to take some action in response to students' immediate learning needs. This action might be taken in the moment in the form of feedback to the student(s) or an instructional adjustment. Or it may be that the teacher uses the information to plan the next lesson. Teachers also might decide that student learning is on track to meet the learning goal and they may continue with the lesson as planned. Instructional adjustments could include:

- **Modeling**
  - Deliberate, purposeful modeling is a powerful instructional strategy. Teachers can make intended student learning "visible" by verbalizing their reasoning out loud, explicitly narrating their thinking during a problem-solving process or demonstrating a specific skill.
- **Prompting**
  - Prompting helps students access and apply prior learning as a bridge to new learning. Prompting may take the form of a reminder, a strong hint, a clue or a question, and should always be followed by adequate wait time.
- **Questioning**
  - Asking questions is an ideal way to generate thoughtful discussions and explorations of issues that are important to developing students' understanding. In addition, attending to the answers that students give and probing these answers with follow-up questions yields important information that teachers can use to evaluate current levels of understanding and identify appropriate instructional responses for next steps.
- **Giving Feedback**
  - The primary use of feedback is not to indicate whether students are right or wrong, but to enable them to reflect on their use of strategies and on their learning. An important message for teachers to convey when giving feedback is that the source of student success is their own learning strategies. Providing feedback that gives hints, cues or suggestions rather than total solutions will assist students to build a repertoire of learning strategies.
- **Telling**
  - Telling means supplying what students need in the moment (an unknown word or the steps to complete a task, for example) to enable them to maintain momentum in the learning process. A teacher makes a professional judgment to use this

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instructional strategy so that student learning is not short-circuited, but rather the temporary obstacles are removed on the way to deeper learning.

- **Explaining**
  - Explanations are verbally explicit, tailored to individual student needs and intended to help students develop their own understandings. Teachers may use explanations to introduce an unfamiliar concept, clear up misconceptions, explain a process (how to give peer feedback, for example) or clarify the steps of a specific learning strategy (such as note-taking).

- **Directing**
  - Directing is simply giving a specific instruction to let the learner know what he or she is supposed to do. For example, "Find the sentence in the text that suggests …", "Write the letter for the sound …" or "Turn to your partner and share … "

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