Utilizing Student Learning, Growth, and Development to Increase Engagement

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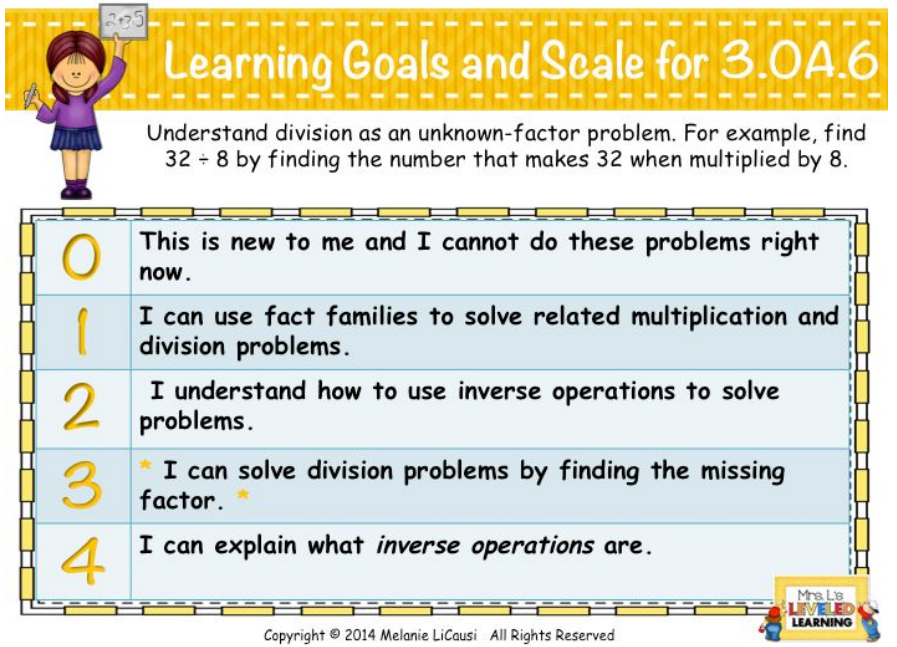
MO SW-PBS & MTSS:
BRIDGING THE GAPS

The Art and Science of Teaching / When Students Track Their Progress

Robert J. Marzano

The strategy of tracking student progress on specific learning goals is well supported. For example, Fuchs and Fuchs[1] found that providing teachers with graphic displays of students' scores on formative assessments was associated with a 26 percentile point gain in achievement. Unfortunately, this strategy has not received the attention it deserves.



Protocol & Feedback

Focus Statement: The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.

Desired Effect: Students understand their current status on the scale and can articulate their progress toward the learning goal.

Example Teacher Evidence:

- Teacher helps students track their individual progress on the learning goal or target.
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal.
- Teacher uses formative data to chart progress of individual and entire class progress on the learning goal.

Example Student Evidence:

- Students can describe their status relative to the learning goal using the scale or rubric.
- Students systematically update their status on the learning goal.
- Students take some responsibility for providing evidence in reference to their progress on the scale.
- Artifacts and data support that students are making progress toward a learning goal.

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Classroom Teacher – Examples

Tracking Student Progress

Current student behavior/learning that I want to see improve as a result of focusing on this target strategy

Currently I track the progress of the entire class on their learning goals. I would like the students to become more involved in their progress as a result of focusing on this target strategy.

Changes in student behavior/learning I expect to see as a result of focusing on this target strategy

I would like the following changes to occur in student behavior/learning as a result of focusing on this target strategy. (1) Students can describe their status relative to the learning goal using the scale or rubric; (2) Students will systematically update their status on the learning goal; (3) I will use formal and informal assessments to assign scores to students depicting their progress so they can rate themselves on the scale accordingly.

State your Growth Goals for this element

By the end of each unit, at least 75% of the students in the 4/5 reading group will be able to describe their status relative to the learning goal by using a scale or rubric.

How will I know if students are progressing toward their goals?

Step 1 | Step 2 | Step 3 | Checklist

- Review the checklist at the end of the document to provide direction for determining and tracking student progress.
- Plan for how students will demonstrate mastery of the required content and skills. Consult the Annual Plan or Unit Plan to reflect on the measures and data that are relevant and important to track, as well as the timing of formative assessments that would afford data to track.
- Consider whether tracking will take place at the course, unit, and/or lesson level. Also, consider whether tracking will be done at the class level and/or for individual students.

Step 1 | Step 2 | Step 3 | Checklist

- I have chosen a tracking system.
- I have collected data using formative or summative assessments.
- I have completed self-analysis.
- I have revised plans.

http://houstonisdpsd.org/site_content/17-effective-practice-pages/275-determine-and-track-student-progress?view=item#step-2

Step 2

- Select or develop a system for tracking.
  - A tracking system can exist in hard-copy or soft-copy format.
  - It should be organized by objective, concept, skill, unit, strand, or student expectation to show progress toward the larger Annual Goal.
- Tailor the tracking system to reflect your style and students' interests.
  - Make it convenient - How will the teacher remember to update the tracker? How can it be organized so that it is comprehensible to both the teacher and the students?
  - Make it visible - Will students be able to see their progress on a tracking sheet at their desk or an anonymous wall tracker?
  - Make it meaningful - Could the teacher incorporate the tracker into an existing classroom theme? How will tracking be introduced to students? How will the teacher invest students?
- Determine student progress by collecting data.
  - Some examples of ways to determine student progress include:
    - Formative assessments: Checkpoints, Teacher Observations of Students, Exit Tickets, or Graphic Organizers
    - Summative assessments: Projects, Essays, Student Conferences, End of Unit Assessments, EOC/EOY Assessments, or Performance Tasks
- Organize data into the tracking tool or system.

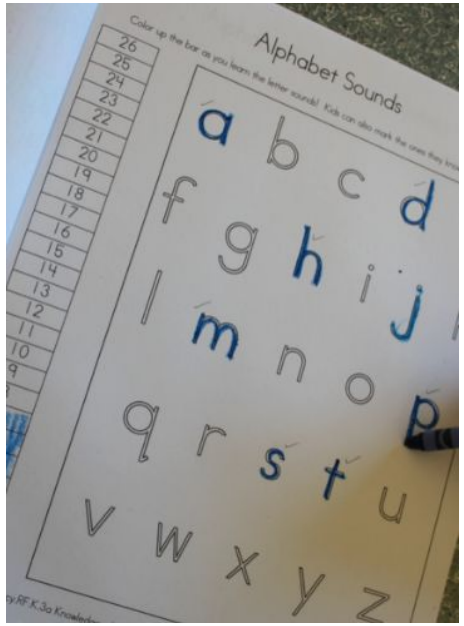
Step 2

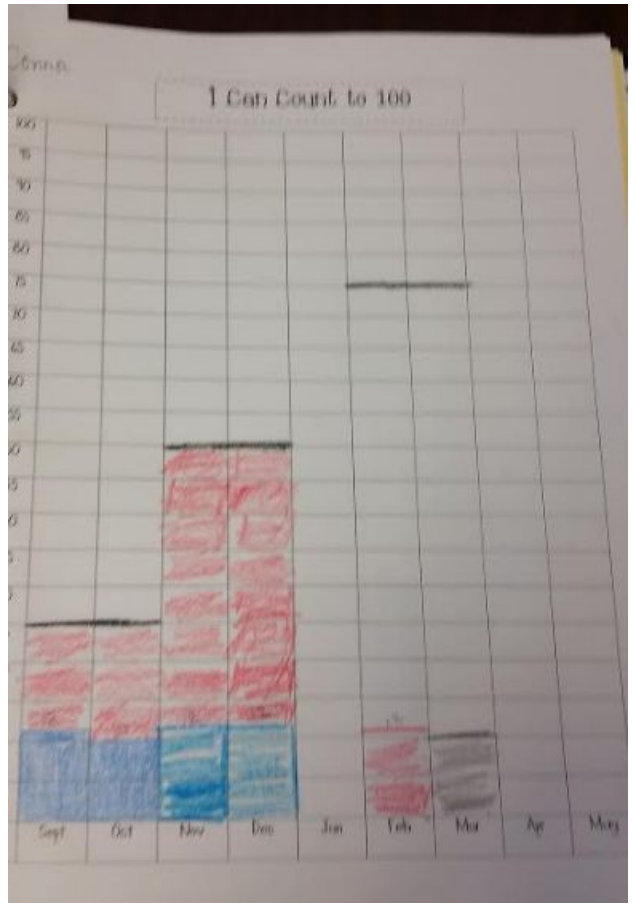
- Analyze the data and reflect on trends using the following questions:
  - Were there items on the assessment that refer to content the teacher has not yet covered?
  - Which standards covered on the assessment have students mastered?
  - Are there content and/or skills included on the assessment that the majority of students did not master?
  - Are there content and/or skills included on the assessment that a distinct group of students did not master?
  - Are there specific students who did not show mastery of the majority of the content and/skills on the assessment as a whole?

Step 3

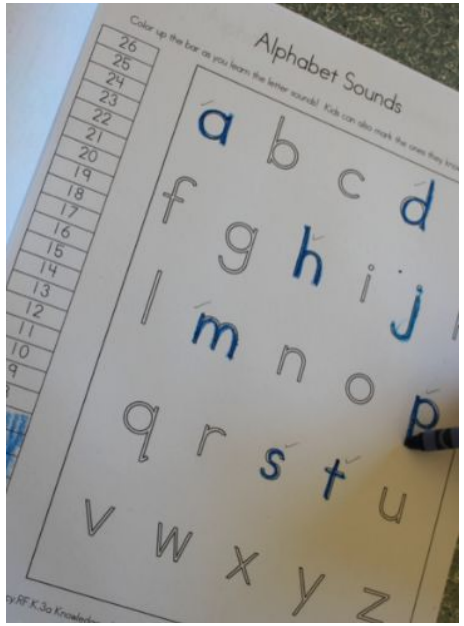
- Ensure the components of the checklist are used in determining and tracking student progress.
- Take strategic action by modifying future lessons based on data analysis. Consider whether students mastered the objective and adjust plans accordingly.

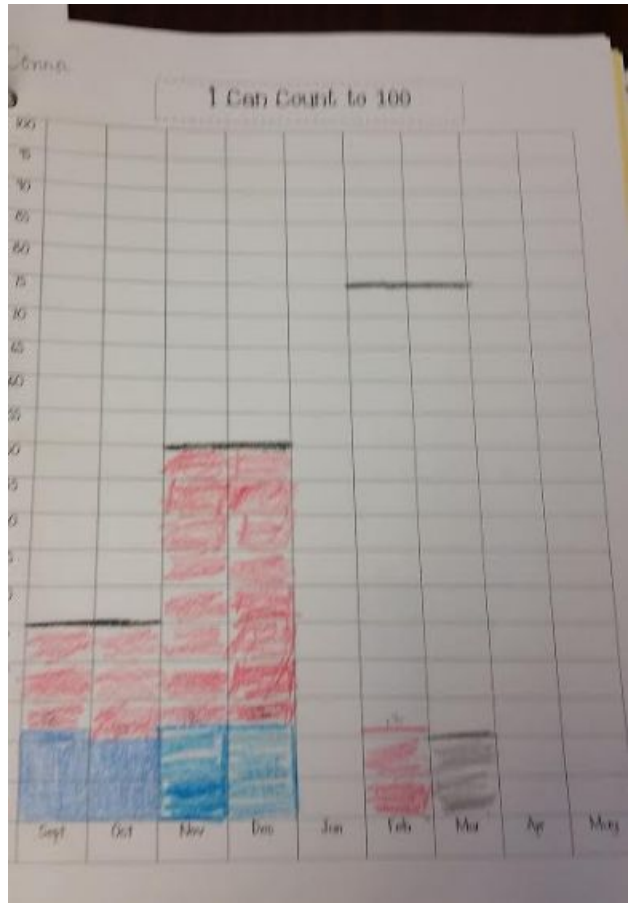
Kindergarten





Kindergarten



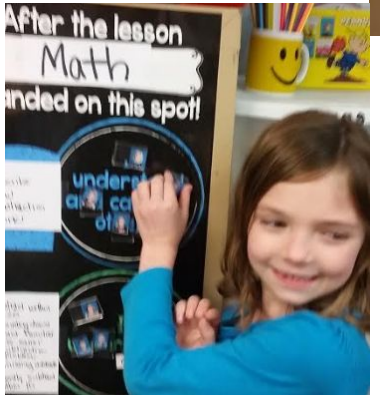


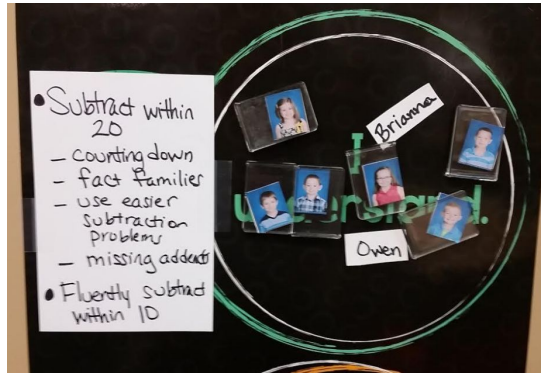
1st Grade

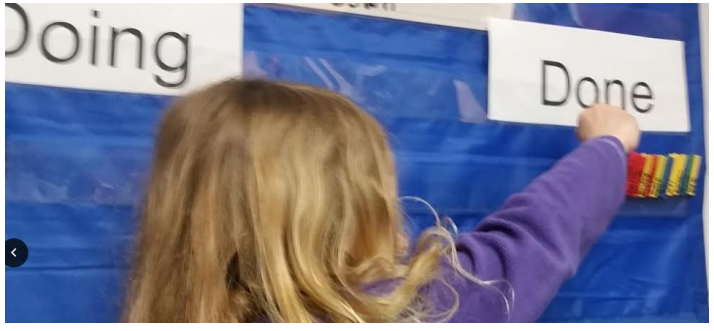
Unit 2

Week 1	again	use	there	help	new
Week 2	could	live	one	then	three
Week 3	eat	no	of	under	who
Week 4	all	her	call	want	day
Week 5	around	by	many	place	walk

Unit 3 Week 1	
Pretest	Post Test
make	make
take	take
came	came
game	game
gate	gate
late	late
chin	chin
graph	graph
some	some
today	today







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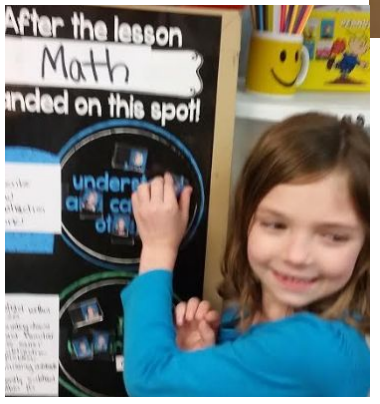
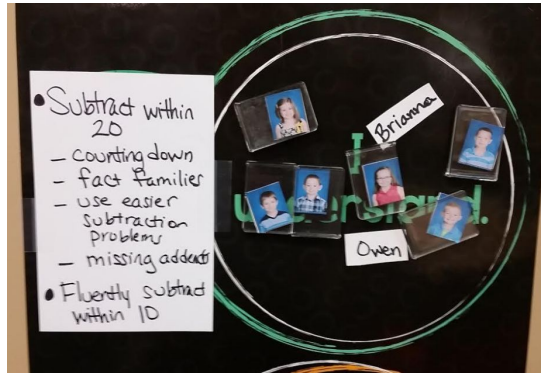
1st Grade

Unit 2

Week 1	again	use	there	help	new
Week 2	could	live	one	then	three
Week 3	eat	no	of	under	who
Week 4	all	her	call	want	day
Week 5	around	by	many	place	walk

Unit 3 Week 1	
Pretest	Post Test
make	make
take	take
came	came
game	game
gate	gate
late	late
chin	chin
graph	graph
some	some
today	today





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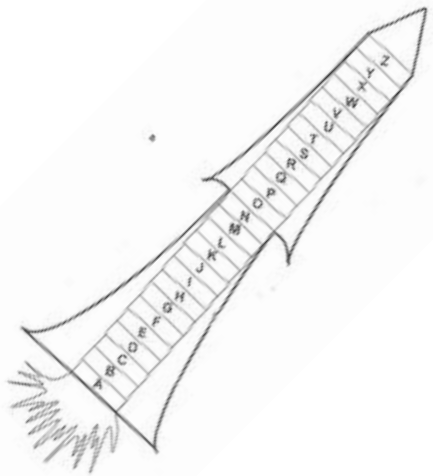
2nd Grade



Spelling Pre-Post Test Growth

Unit ____

15										
14										
13										
12										
11										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
0										
Number of problems right	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Week 1		Week 2		Week 3		Week 4		Week 5	

Rocket Math

Today I am on:	My Goal is to be on:	Now I am on:

To meet my goal I will:

☐Complete fact test in two minutes

☐Practice math facts

☐Complete extra Rocket Math practice

☐ I met my goal! ☐ Almost there! ☐ Need more practice!

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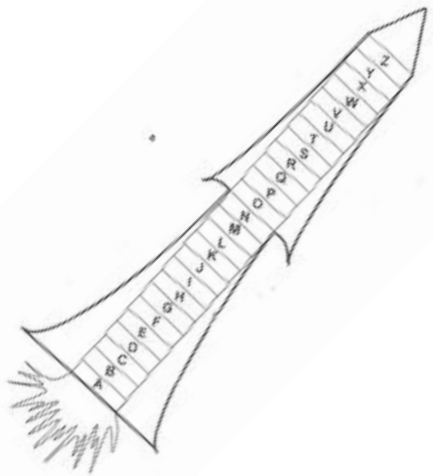
2nd Grade



Spelling Pre-Post Test Growth

Unit ____

15										
14										
13										
12										
11										
10										
9										
8										
7										
6										
5										
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3										
2										
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Number of problems right	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Week 1		Week 2		Week 3		Week 4		Week 5	

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MO SW-PBS & MTSS:

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3rd Grade

3rd

Sweet
Success
Folder

Fantastic!
GREAT Job!
WoW!
Super!

YEARLY GOALS

Date	Goals	Outcome
1		
2		
3		
4		

Notes:

Daily Target Tracking
ELA
SCHOOL Grade 3

Target: ______
Scale Score: ______

Target: ______
Scale Score: ______

Target: ______
Scale Score: ______

Target: ______
Scale Score: ______

Target: ______
Scale Score: ______

Third Grade Reading Unit Assessments
Pre Tests/Post Tests

Unit	Pre Test Score & Date	Post Test Score & Date	Improvement

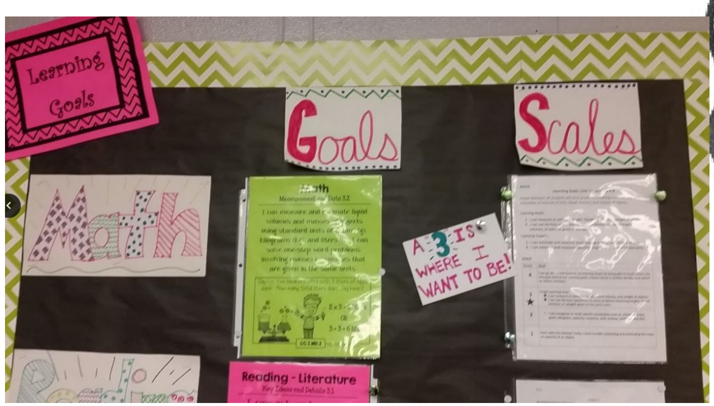
Multiplication Math Fact Data

0 Date:	1 Date:	2 Date:	3 Date:
4 Date:	5 Date:	6 Date:	7 Date:
8 Date:	9 Date:	10 Date:	Time Limit: 1 minute per fact *Color in your number when you pass and write the date*

SRI Testing Data

Date	Lexile Level	Title	Score

3rd Grade



3rd

Sweet Success Folder

Fantastic!
GREAT Job!
WoW!
Super!

YEARLY GOALS

Date	Goals	Outcome
1		
2		
3		
4		

Notes:

Daily Target Tracking
ELA

SCHOOL Grade 3

Target: ______
Scale Score: ______

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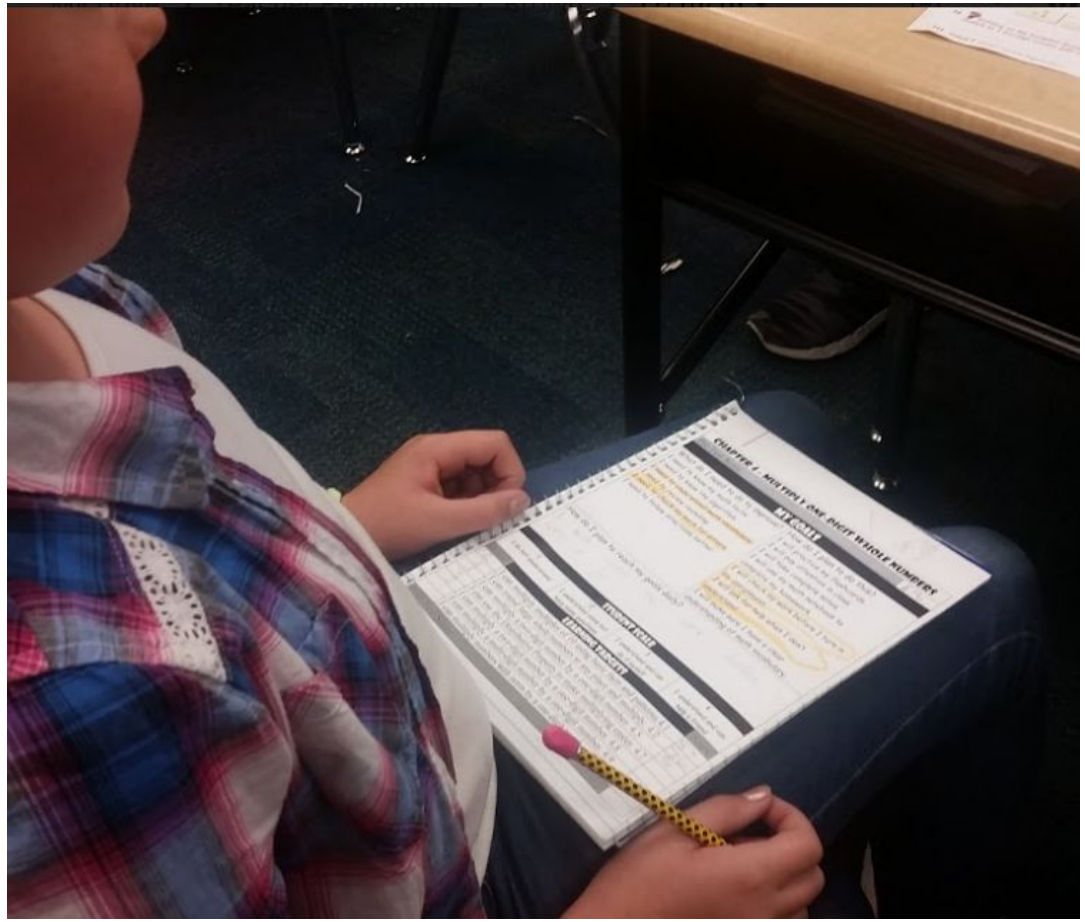
SRI Testing Data

Date	Lexile Level	Title	Score

4th Grade



CHAPTER 6 -DIVIDE WHOLE NUMBERS

Pre-Test Score	
My Progress Goal for the Post Test	
My Personal Goal for the Post Test	

MY GOALS

What do I need to do to improve?	How do I plan to do this?
I need to know my math facts. I need to know the algorithm. I need to understand math vocabulary. I need to review rounding. I need to check my work for errors. I need to follow directions better. I need to understand math properties.	I will practice my flashcards. I will pay attention in class. I will take complete notes. I will use my math notebook to complete my homework. I will check my work before I turn in my assignment. I will ask for help when I don't understand. I will make sure I have a clear understanding of math vocabulary.

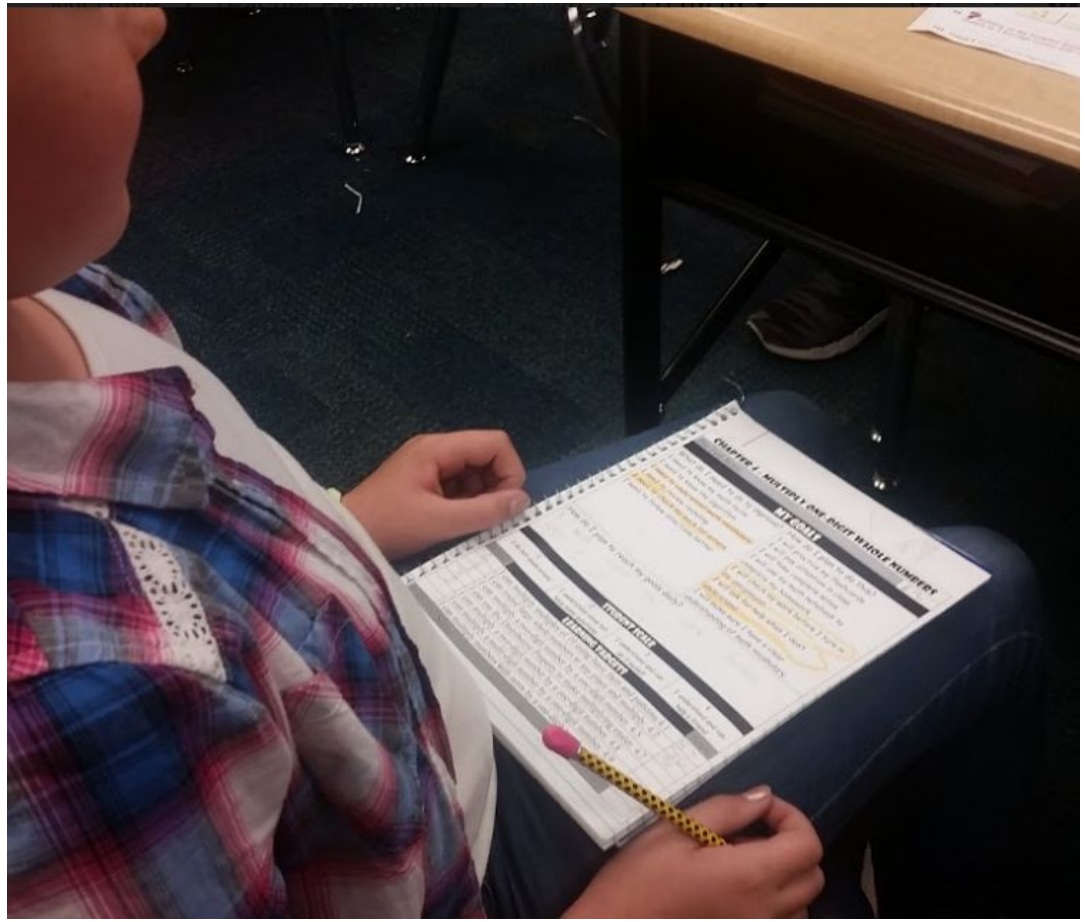
How do I plan to reach my goals daily?

STUDENT SCALE

1	2	3	4
I do not understand	I understand some but have some questions	I understand and can do it myself	I understand and can help a friend

Scale	LEARNING TARGETS	Score
	I can use basic facts and patterns to divide mentally. 6.1	
	I can estimate quotients, using compatible numbers, basic facts, and place value. 6.2	
	I can divide with remainders and check using multiplication and addition. 6.5	
	I can interpret what the remainder means in the context of a division problem.6.6	
	I can determine where to place the first digit when dividing. 6.7	
	I can use the Distributive Property and partial quotients to divide. 6.8	
	I can solve division problems with greater numbers. 6.9	
	I can solve division problems that result in quotients that have zeros. 6.10	
Post-Test Score		
Did you meet your Progress Goal?		
Did you meet your Personal Goal?		

4th Grade



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Post-Test Score		
Did you meet your Progress Goal?		
Did you meet your Personal Goal?		

5th Grade

5th grade Math Pretest Score_____ Post test Score_____

Ch. 5 Add and Subtract Decimals

Learning Goal(s) The student will be able to…

- Identify the place value position of a digit and round decimals to any place (5.NBT.4)
- Add and subtract decimals through the hundredths place (5.NBT.7)

Scale

Score	Goal
4.0	**More complex learning goal**: Students will In addition to score a 3.0 performance, the student will demonstrate in-depth inferences and applications that go beyond what was taught, and explain how to determine whether your estimate is an overestimate or underestimate, find the difference of a whole number and a decimal, and solve a real-world problem with decimals.
3.0	**Target learning goal**: Students will **Scale Score** _____ _____1. Identify the place value of a digit and round to a particular place. _____ _____2. Estimate sums and differences of numbers by rounding the numbers to a particular place value. _____ _____3. Determine whether to use an estimate or exact answer to solve word problems involving decimals. _____ _____4. Line up the decimal points and add/subtract digits in the same place value position to find the sum and difference. _____ _____5. Use properties of addition to add decimals mentally.
2.0	**Simpler learning goal**: Students will • Identify the decimal place value of a digit • Round whole numbers • Find the exact answer in word problems • Add and subtract decimals with the same number of digits • Recognize the properties of addition
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.0	Even with help, no success

5th Grade

5th grade Math Pretest Score_____ Post test Score_____

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Learning Goal(s) The student will be able to…

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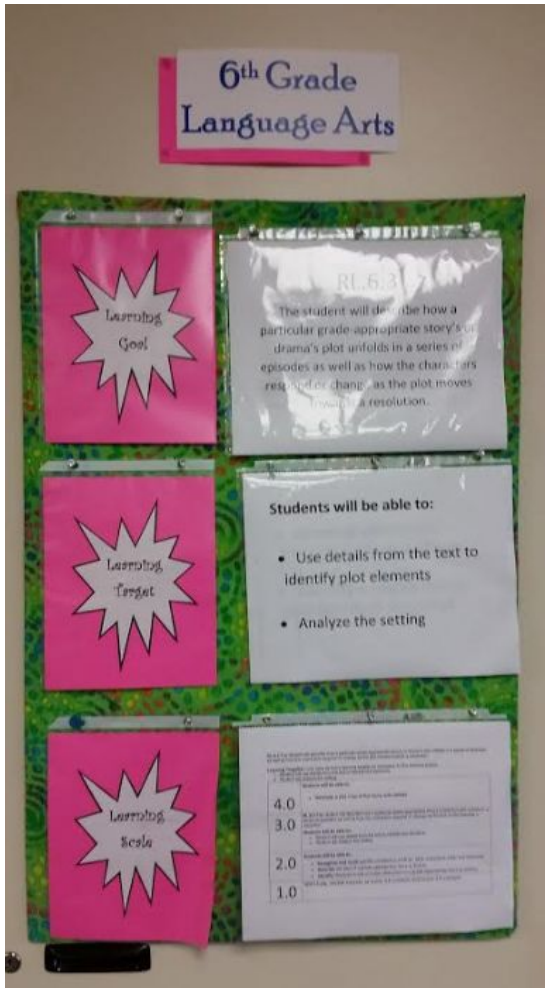
6th Grade



Chapter 5 - Integers Pre-Test Score _____ Mid Chapter Quiz _____

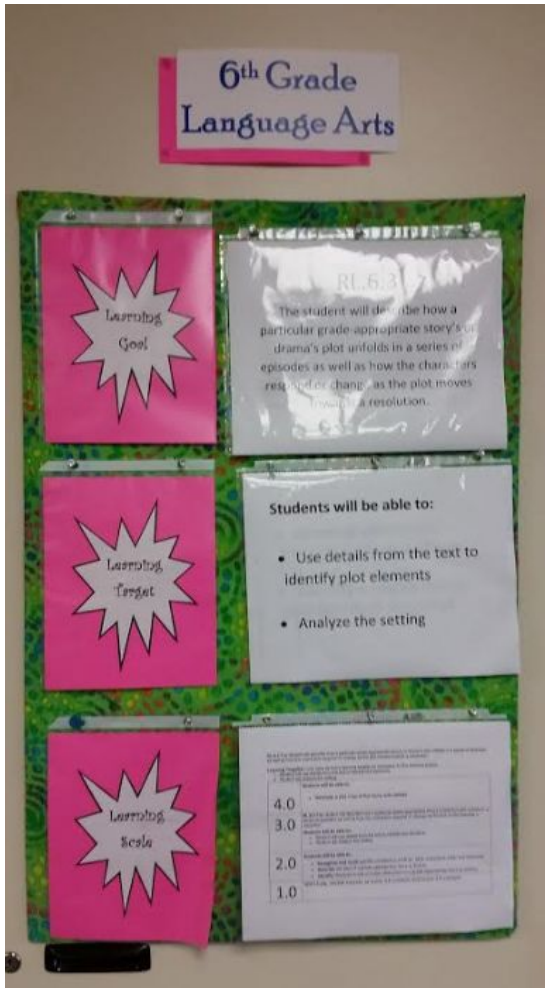
Understand that positive & negative numbers are used together to describe quantities having opposite directions or values (6.NS.5) Understand a rational number as a point on a number line. (6.NS.6) Recognize opposite signs of numbers as indicating locations on opposite side of zero on the number line; recognize the opposite of the opposite of a number is itself. Understand ordering and absolute value of rational numbers (6.NS.7).

MY GOALS	
What do I need to improve?	How do I plan to do this?
How do I plan to reach my goals daily?	
My Test Score Goal:	

Student Scale			
1 I do not understand	2 I can complete with some help	3 I can complete on my own	4 I can teach another student

Scale	LEARNING TARGETS	Score
	5.1 use integers to represent real-world situations	
	5.2 find the absolute value of an integer	
	5.3 compare and order integers	
	5.4 express positive and negative fractions as decimals	
	5.5 compare and order rational numbers	
Post-Test Score:		
Goal Reflections:		

6th Grade



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	5.2 find the absolute value of an integer	
	5.3 compare and order integers	
	5.4 express positive and negative fractions as decimals	
	5.5 compare and order rational numbers	
Post-Test Score:		
Goal Reflections:		

7th Grade

Name:

Chapter Test	Pre-test score	Goals	Post-test score

How can I achieve my goals?

*Practice vocabulary flashcards

*I will pay attention in class

*I will take complete notes

*I will take my book home to complete my homework

I will check my work before I turn in my assignments

*I will ask for help when I don't understand

*I won't talk while the teacher is teaching

*I will actively participate in class

*I will study at home, not just in class

7th Grade

Name:

Chapter Test	Pre-test score	Goals	Post-test score

How can I achieve my goals?

*Practice vocabulary flashcards

*I will pay attention in class

*I will take complete notes

*I will take my book home to complete my homework

I will check my work before I turn in my assignments

*I will ask for help when I don't understand

*I won't talk while the teacher is teaching

*I will actively participate in class

*I will study at home, not just in class

8th Grade

Name:

Figurative Language/Tracking

Pre-Test

_____

Formative

_____

Formative

_____

Post-Test

_____

MINUTE JOURNAL

NAME _____

Minute	Date	Score	Minute	Date	Score	Minute	Date	Score	Minute	Date	Score
1			26			51			76		
2			27			52			77		
3			28			53			78		
4			29			54			79		
5			30			55			80		
6			31			56			81		
7			32			57			82		
8			33			58			83		
9			34			59			84		
10			35			60			85		
11			36			61			86		
12			37			62			87		
13			38			63			88		
14			39			64			89		
15			40			65			90		
16			41			66			91		
17			42			67			92		
18			43			68			93		
19			44			69			94		
20			45			70			95		
21			46			71			96		
22			47			72			97		
23			48			73			98		
24			49			74			99		
25			50			75			100		

6

8th Grade

Name:

Figurative Language/Tracking

Pre-Test

_____

Formative

_____

Formative

_____

Post-Test

_____

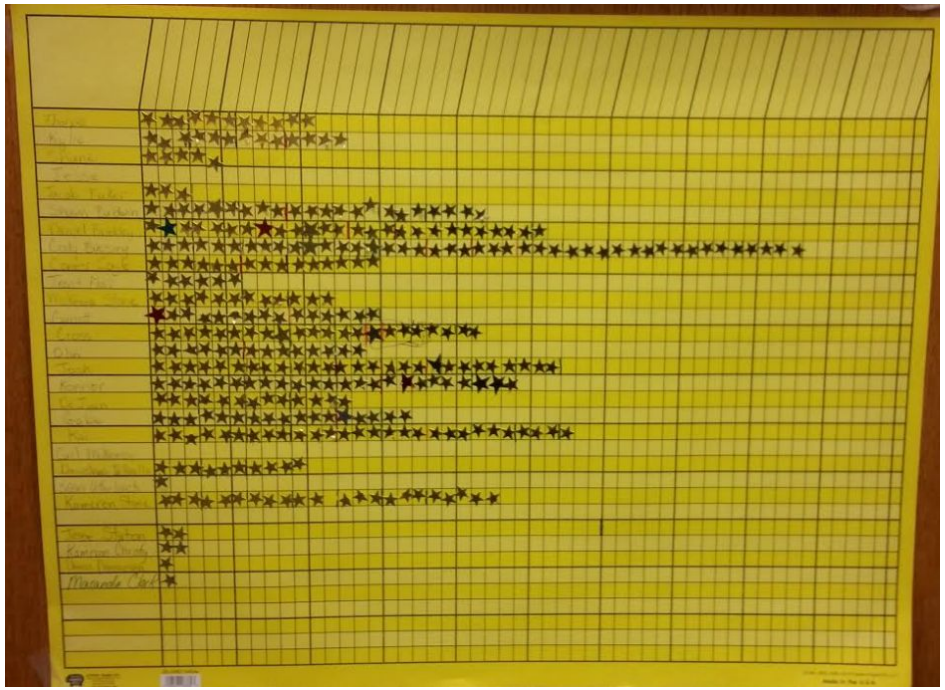
MINUTE JOURNAL

NAME _____

Minute	Date	Score	Minute	Date	Score	Minute	Date	Score	Minute	Date	Score
1			26			51			76		
2			27			52			77		
3			28			53			78		
4			29			54			79		
5			30			55			80		
6			31			56			81		
7			32			57			82		
8			33			58			83		
9			34			59			84		
10			35			60			85		
11			36			61			86		
12			37			62			87		
13			38			63			88		
14			39			64			89		
15			40			65			90		
16			41			66			91		
17			42			67			92		
18			43			68			93		
19			44			69			94		
20			45			70			95		
21			46			71			96		
22			47			72			97		
23			48			73			98		
24			49			74			99		
25			50			75			100		

6

I got it! I can teach it to a friend!	I got it!	I kind of get it. I need a little help.	I don't get it! I need help!
• I can locate the computer parts • I can define the job of each computer part • I can also locate/ describe other computer functions	• I can locate the computer parts • I can define the job of each computer part	• I can locate the Computer parts • I need help to define the job of each computer part	• I need help to locate the computer parts • I need help to define the job of each computer part



I got it! I can teach it to a friend!	I got it!	I kind of get it. I need a little help.	I don't get it! I need help!
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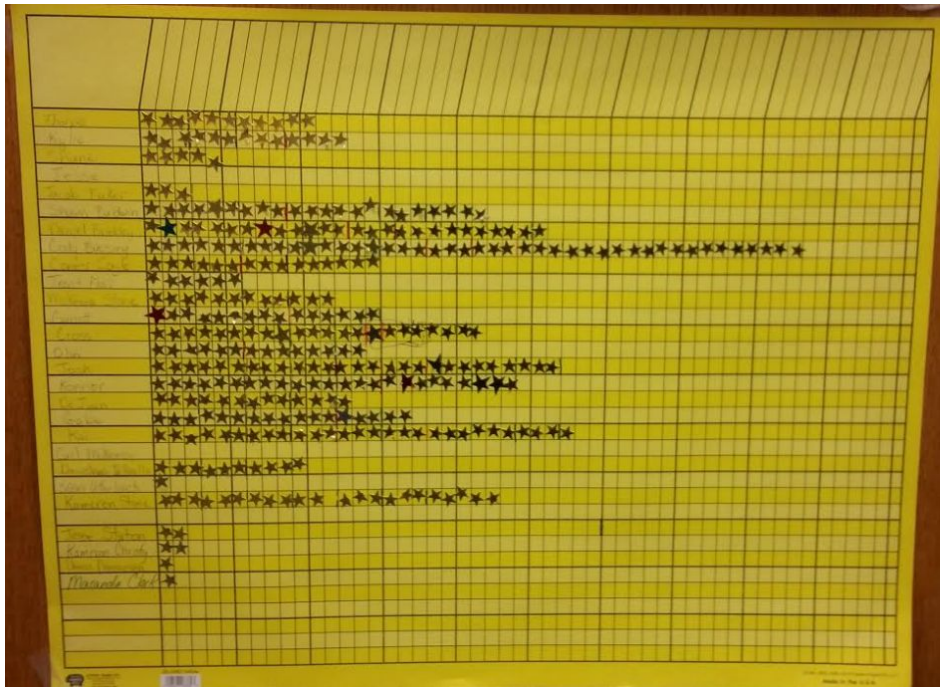


Barriers:

- Establishing Learning Goals and Targets is a long process if you do not already have them in place
  - Aligned to Missouri Learning Standards
  - The most important standards students must know to move to the next grade
  - Finding a way to communicate them to students in a way that they can understand

Barriers:

- Establishing a system for tracking student progress can be difficult
  - It must work for the teacher and students
  - Time efficient
  - Must be simple and easy
  - Often looks different in every classroom

Barriers:

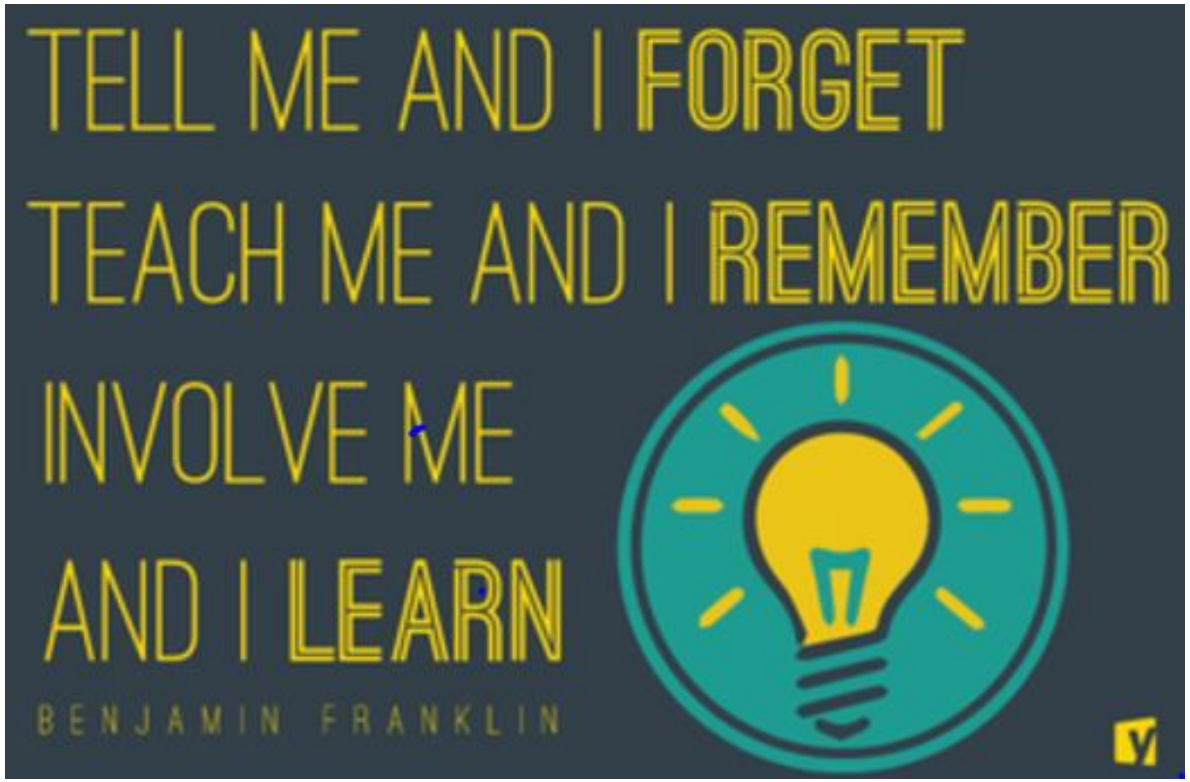
- It is hard to take on all the content areas at once in elementary or in the upper grades multiple preps
  - Work on one subject/prep per year
  - In the elementary teachers have found it best to start with math
  - ELA can be cumbersome

Tie to **PBS**

Effective Classroom Practices

1. Clearly Defined Expectations & Rules
2. Clearly Defined Procedures & Routines
3. Continuum of Strategies to Acknowledge Appropriate
4. Continuum of Strategies to Respond to Inappropriate
5. Active Supervision
6. Multiple Opportunities to Respond
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty

Link to **PBS**


TELL ME AND I FORGET
TEACH ME AND I REMEMBER
INVOLVE ME
AND I LEARN
BENJAMIN FRANKLIN


Student Engagement
Discipline Referrals

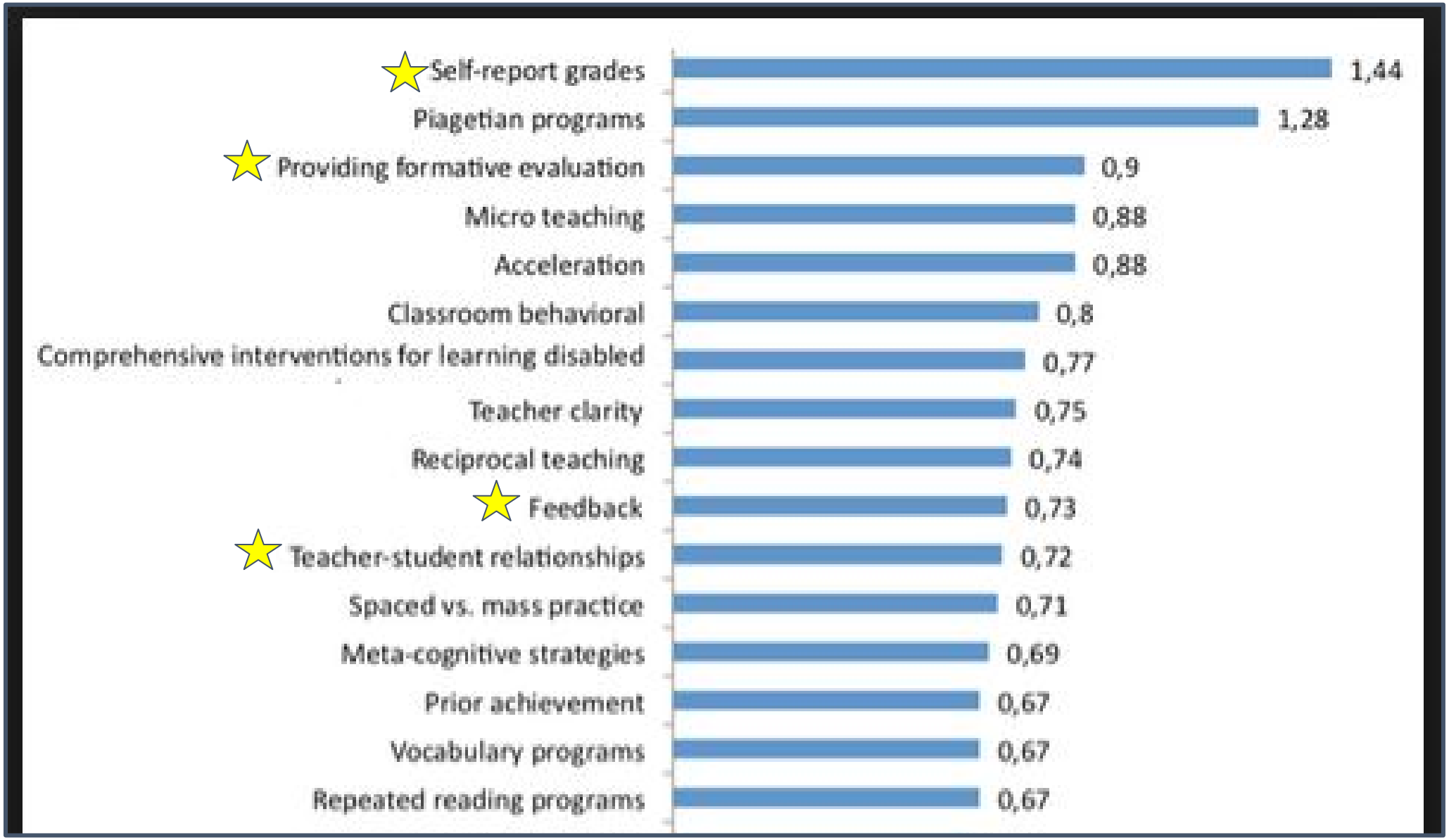
This is my first year teaching Title. I was afraid that teaching a scripted program would hinder performance and engagement. However, with utilizing 'to-do, doing', done' charts each day, the students are excited to move their goals (written on post-its) from one piece to the next. They love it when they are 'done' with a particular goal and can move it to the wall-of-fame. The first graders are competing with the second graders to see how many chunks they can complete during our course together.

When students track their own progress in my classroom, they become more vested in their learning. They feel accomplished with their progress which encourages them to keep working hard and trying to improve. They can see their improvement and know their hard work is making a difference in their learning.

Benefits for All

When it comes to using classroom assessment to enhance student achievement, having students track their progress using rubrics is a hidden gem. This strategy involves multiple types of assessments, increases interactions between teachers and students, and provides students with clear guidance on how to enhance their learning.

John Hattie, *Visible Learning*, Effect Size on Student Learning


Self-report grades
1,44
Piagetian programs
1,28
Providing formative evaluation
0,9
Micro teaching
0,88
Acceleration
0,88
Classroom behavioral
0,8
Comprehensive interventions for learning disabled
0,77
Teacher clarity
0,75
Reciprocal teaching
0,74
Feedback
0,73
Teacher-student relationships
0,72
Spaced vs. mass practice
0,71
Meta-cognitive strategies
0,69
Prior achievement
0,67
Vocabulary programs
0,67
Repeated reading programs
0,67

Resources

https://graniteschools.instructure.com/courses/1118234/pages/tracking-student-progress

https://www.palmbeachschools.org/staffdev/trackingstudentprogress/

https://www.youtube.com/watch?v=CKD4SKKJs8A

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