



Strategies for Learners to Monitor and Examine Work in Progress

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Explanation (WHAT)

These processes focus on self-monitoring strategies for the ongoing examination of work in progress. Each of the four strategies listed is designed for learners to be accountable to themselves for taking responsibility for their work in progress.

Purpose (WHY)

Rather than wait until work is completed, learners need to check on the status of their work — identifying areas of difficulty, considering strategies that are working and those that are not, and recognizing when they need feedback

- 1 Four Attributes of Personalized Learning to Develop Oneself:**
Self-Discovery
- 2 Habits of Mind to Develop Dispositions In Our Learners:**
Questioning and posing problems, Thinking about your Thinking
- 3 Element(s) of Personalized Learning to Develop in our Instructional Design:**
Learning Plan



Directions (HOW)

The strategies listed below are suggested models to adopt, adapt, or help you to create a new strategy. Each can be used separately.

One effective way to introduce a new strategy is to provide examples showing how other learners have filled these out. The key idea is that learners see how each strategy serves as a checkpoint that answers these questions:

- Where am I in this work?
- How am I doing?
- What actions do I need to take for my next steps?

Strategy 1:

This strategy can be converted into a flow chart, exit ticket, or virtual form. The key is that each learner has easy access to the reflections that can serve as a checkpoint to answer the question:

How Am I Doing?

My Goal for today	
Questions I have	
Websites to go back to	
Where I need some help	
Where I would like feedback	
Met my goal or if not, why not	
How I feel about my progress	
What I need to do next	



Strategy 2:

This strategy is more specific to daily or weekly assignments. It combines how learners organize their workflow with notes both to self and teacher about the learning status.

Learning Goals	Possible Strategies and Resources	How it Helped	My Questions
Goal 1:	Strategy 1 - Teacher suggestion		
	Strategy 2 - Teacher suggestion		
	Strategy 3 - Learner suggestion		
	Strategy 4 - Learner suggestion		
Sample: I can multiply decimal numbers using an area model.	<i>Teacher Suggestion.</i> Watch my teacher video lesson. Now, watch this YouTube video lesson. What strategies did you take from each one? What parts were difficult for you to follow?		
	<i>Teacher Suggestion.</i> Based on your viewing of the two videos, demonstrate your current understanding by recording your own video of you working through a problem using ShowMe .		
	Learner suggestion		
	Learner suggestion		
Sample: Civics Goal: Evaluate the impact of redistricting in American elections.	<i>Teacher Suggestion.</i> Read " Gerrymandering is Alive and Well ". First using the CRAAP test (currency, relevance, authority, accuracy) to evaluate the content presented. Next, use Claim, Support, Question thinking routine to engage with your fellow students on the discussion board.		
	<i>Teacher Suggestion.</i> Use the CRAAP test to identify a second resource that is worthy of curating for our class list. Write a 1-2 sentence synopsis of what value it adds to the discussion and analysis. Send it to me to be reviewed for our crowd-sourced resources in our virtual classroom.		
	Learner suggestion		
	Learner suggestion		



Strategy 3:

This strategy is designed for learners to become an advocate for their own identified needs and an opportunity to develop a voice for positive affirmation of their accomplishments.

My Learning Target(s):	
Reflection on Examining My Work	What I Would Like Feedback On
I am good at...	
I need more work on...	
I am struggling with...	



Strategy 4: Getting Ready for an Assessment

This strategy is designed for learners to recognize readiness for evaluation of learning targets. The content reflects scaffolds to what may be a more extensive project design.

Learning Targets	Ready!	Not Yet	Action — For all “NOT YET” targets, identify why and strategy
Define pressure and explain how it is related to the motion of particles.			<input type="checkbox"/> Need more practice <input type="checkbox"/> Need reteaching — <i>Can you pinpoint where you got stuck?</i>
Explain why gases diffuse.			<input type="checkbox"/> Need more practice <input type="checkbox"/> Need reteaching — <i>Can you pinpoint where you got stuck?</i>
Apply gas laws to mathematically describe the relationship between temperature, pressure and volume of an ideal gas.			<input type="checkbox"/> Need more practice <input type="checkbox"/> Need reteaching — <i>Can you pinpoint where you got stuck?</i>
Define standard temperature and pressure (STP).			<input type="checkbox"/> Need more practice <input type="checkbox"/> Need reteaching — <i>Can you pinpoint where you got stuck?</i>
Convert from moles of gas to volume or vice versa at STP.			<input type="checkbox"/> Need more practice <input type="checkbox"/> Need reteaching — <i>Can you pinpoint where you got stuck?</i>
Convert from Celsius to Kelvin.			<input type="checkbox"/> Need more practice <input type="checkbox"/> Need reteaching — <i>Can you pinpoint where you got stuck?</i>
Convert from moles of gas to volume or vice versa at STP.			<input type="checkbox"/> Need more practice <input type="checkbox"/> Need reteaching — <i>Can you pinpoint where you got stuck?</i>



Suggestions to Personalize

- Encourage learners to become an advocate for their own learning by knowing when and how to ask for help or raise questions about the work itself.
- Co-create ways to monitor their learning. Use some of the examples and help them to craft their own design.
- Encourage learners to have a conversation with their parents or other adults about how then monitor their progress.

Learner Reflection Questions

Teacher Note: These questions are intended to provide an opportunity for learners to reflect on the use of the tool, the development of their capacities to become more skillful thinkers and to invite their capacity to become more clear and precise in their descriptions.

- How did you decide which strategy to try?
- How did the strategy work for you? Did you see a benefit in using a graphic organizer to help you monitor your learning progress?
- How would you keep track of your progress in the future?

Teacher Reflection and Feedback

To help make this tool more powerful, sharing how it works continues to build a network where co-creation and social construction benefits everyone. This tool will continue to be modified based on user feedback.

- In what ways did you see learners having more agency and control over monitoring their work in progress?
- In what ways were the directions helpful? How might they be modified for clarity and precision?
- What adaptations did you make? What clarifying questions did you use to facilitate the experience?

