

## Answers: FIP Video Question – Reflection Guide 1

<https://www.youtube.com/watch?app=desktop&v=g05doxtA5So>

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1. What is the learning goal or learning target in the lesson?

**Answer:** Review of how to write good sentences, use success criteria and self-assess the quality

2. Did you see evidence to indicate that the teacher had previously deconstructed the standard into chunks or parts that were manageable for lesson planning and delivery, student learning, deliberate practice, and student self-assessment?

**Answer:** Yes

3. Can you list the evidence that you observed in the video to support your answer for question two?

**Answer:** Evidence can be found in the checklist that the teacher is developing with students: (1) upper case/capital letter at beginning, (2) space in between my words in the middle, and (3) punctuation at the end.

4. Is this lesson an initial or intermediate presentation of content for students? How do you know?

**Answer:** Intermediate because during circle time, students responded appropriately to the teacher's questions about what should be included to write a good sentence. In answering the teacher's questions, students used the words "upper case letter," "capital," "period," and "exclamation point." Another clue that the lesson is intermediate takes place when the teacher is at the whiteboard. She states, "We've used this paper before to write our sentences because it has this checklist that we're going to use to check our writing with at the bottom."

5. Is there a relationship between the learning goals for the lesson and the formative assessment checklist? Can you state or jot this relationship?



**Answer:** Yes, they are the same and should be because students should know what they are expected to learn and how success will be determined *before* they are assessed.

A standard is a broad statement with many parts that define student learning expectations. A standard is too large to teach well in a single lesson. When a standard is deconstructed, ordered into a learning progression with learning goals/targets identified, planning, teaching, student learning, classroom practice, homework and formative assessment become more efficient. Because the formative assessment is targeted to only the part(s) of the standard for the lesson, results are more reliable and can quickly tell both teachers and students how well students learned and what work should be next. The video provides an excellent example of the strong relationship among standards, instruction, and daily formative assessment *when teachers know how to use it well and leaders know how to support teachers.*