

Answers: FIP Video Question – Reflection Guide 1

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

Answer: Writing good sentences

2. Did the teacher deconstruct the standard for this lesson into parts that were manageable for student learning, deliberate practice and student self-assessment?

Answer: Yes

3. Can you state or list 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. A standard is a broad statement with many parts that states student learning expectations. A standard is typically too large to teach well in a single lesson. When a standard is deconstructed and ordered sequentially for teaching and learning, planning, teaching, student learning, classroom practice, homework and formative assessment become more efficient. Because the formative assessment is targeted to only a part(s) of a standard for a lesson, results can quickly tell both teachers and students what is needed next for student learning. The video provides an excellent example of the power of formative assessment to move learning forward *when teachers know how to use it well.*

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