**Session 7: Reflecting on Tracking Progress in
Meeting Learning Goals and on Assessing Student Work**

**Objectives**

Objective #1: Teachers explore various ways to engage students in tracking their own progress in their courses.

Objective #2: Teachers analyze their grade books and assess which students are failing and why.

**Guiding Questions**

* How are you monitoring/tracking student progress on learning goals and sharing it with students so they can monitor their own progress?
* How are you helping students reflect on their progress?
* What are the main reasons students are failing?

**At a Glance**

This session has teachers explore student progress – how they are tracking it, and ensuring their students own the process of tracking their own progress as well. In addition, the session asks teachers to take a hard look at their own practices that could be contributing to student failure.

**Facilitator Notes**

**Note the needed set-up steps under Procedure.**

This session has two large topics that could easily be divided into two separate sessions. The first topic – exploring ways to have students track their own progress – can be covered anytime, though it is best covered towards the beginning of the year so teachers have the opportunity to implement some of the strategies. (At the end or beginning of a marking period is also a good time for this professional development.) The second topic – having teachers analyze their own grade books – is best covered at the beginning of a marking period, when teachers have recently provided a formal report card on student progress to students and their families. This will be a sensitive topic and ideally is conducted after the facilitator of the sessions has established a rapport with teachers, because the facilitator will challenge teachers' practices and beliefs in this session. Teachers will often want to blame student failure on the students/families they serve and will not see how their own practices contributed to that failure (through a punitive grading system, dearth of recovery options, or lack of engagement/motivation in their lessons). It is important to build a safe space for this session so that these practices can be challenged in a non-threatening way that fosters further reflection and change by the teachers.

**Materials**

Handout 7.1 (Examples of Student Progress Tracking)

Handout 7.2 (Student Failure Reflection)

**Additional Teacher Resource**

Link to online article on Google Docs

**Procedure**

**Set-up**

This session in its current form requires teachers to have access to laptops and the internet (including their own online gradebook). Teachers need to be notified in advance to bring laptops to the session unless computer access will be otherwise provided, as through a laptop cart or holding the session in school computer lab.

If you want to use the Google Docs group discussion component of this session, it will need to be set up beforehand. Create one or more Google documents and share links with teachers (by email prior to the session, or by distributing a copy of the link for them to access during the session). You may want to create different Google documents for each department or organize in another way. To use the Google Docs component:

Go to <https://docs.google.com/>

Create document

Share (add teacher email addresses)

Or use the following to shorten the link to the document so it can easily be shared with participants:
<https://tinyurl.com/>
Copy the link to the created Google document; TinyURL will produce a shorter link that can be typed into internet browser if necessary during the session. These links can be typed on small cards beforehand and distributed during the session as we pre-tested.

**Introduction (3 minutes)**

Facilitator introduces agenda and reminds participants of its connection to the broader goal of student motivation, focusing attention on how a sense of competence breeds motivation. Further, explain how this session connects with an earlier session about the importance of goal-setting and establishing ways to track student progress. Then, have teachers read and reflect on the quote by Marzano and explain how this quote shapes the professional development session, specifically focusing on how teachers track progress. Next, connect this session to the teacher evaluation system in your district. Show teachers how this session connects to their own growth and development as a teaching professional.

**Reports from the Field (7 minutes)**

Divide the room into smaller groups if needed. Teachers share what they know about students checking their grades on the portal, the kind of guidance they are receiving about this, and what impact it seems to be having.

**Group Discussion Using Google Docs (15 minutes)**

Provide links to teachers for either one single Google document or provide separate links for each department or group as desired. Slide 7 shows participants how they can become anonymous during the Google Doc discussion if they desire. Teachers participate in discussion about the questions on Slides 8-9. After the online discussion, provide time for teachers to share out about the experience in large group.

If you would like to provide teachers with an article about using Google Docs in the classroom, there is an article link available as an Additional Teacher Resource.

**Examples of Helping Students Track Their Learning Progress (10 minutes)**

Discuss examples on Slides 12-15. Divide teachers into small groups to reflect on questions on Slide 16.

**Reflecting on Grading and Assessment (15 minutes)**

If desired and/or appropriate, edit Slides 18-19 to reflect data from your own school about failing grades after a marking period or semester.

Ask teachers to produce and pull up their grade books on student success. Provide teachers with time to complete Student Failure Reflection Handout 7.2, giving them time to calculate their failure rate and reflect on the reasons their students are failing.

Then facilitate Google Docs discussions by department (having added the appropriate links for departmental Google Docs on Slide 23). Each Google document should include the Questions to Ponder on Slide 24.

You may also want to ask teachers to consider grading practices that can result in student failure (late/missed work policies, participation grades, etc.) as well as challenge them to consider why students who refuse to complete assignments are disengaged and unmotivated (and what teachers could do to change that reality).

**Individual Teacher Reflection Time (5 minutes)**

Facilitator summarizes session briefly and asks teachers to spend a few minutes individually reflecting on the last two questions on the PowerPoint presentation.