



*“Minding the gap suggests action that is taken during instruction to support and keep students from falling into a pattern of low achievement or disengagement.”
pg.12*

Gs of GANAG


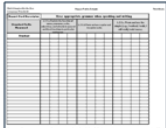
Goal - Set a learning goal based on the standards.

Access Student Prior Knowledge

New information (declarative/procedural)

Application

Goal - Revisit the goal. Score to the standards.

State objectives as a GOAL

- simple, student-friendly language
- in terms of the *knowledge and skills*, rather than activities



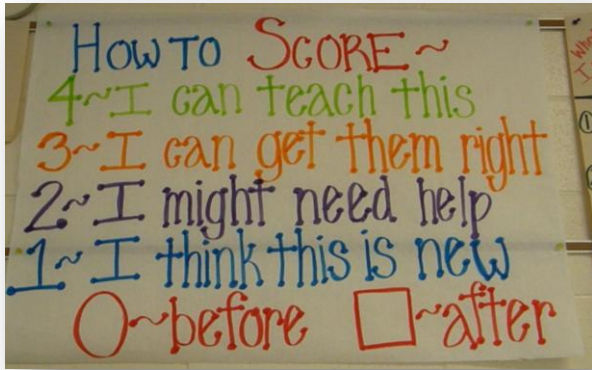
Goldilocks Rule

Not too Broad
Not too Specific
Just Right



Chapter	Category	Average Effect Size	Percentile Gain
2	Identifying similarities and differences	1.61	+45%
3	Summarizing and note taking	1.00	+34%
4	Reinforcing effort and providing recognition	.80	+29%
5	Homework and practice	.77	+28%
6	Nonlinguistic representations	.75	+27%
7	Cooperative learning	.73	+27%
8	Setting objectives and providing feedback	.61	+23%
9	Generating and testing hypotheses	.61	+23%
10	Questions, cues, and advanced organizers	.59	+22%

Specificity of Learning Objectives		
Too General	Too Specific	Appropriately Specific
Understand the fundamental concepts of growth and development.	Describe the function of the respiratory system in three sentences.	Identify basic human body systems and their functions.
Use the process of science inquiry.	Describe three observations about how bean plants grow, using four pictures and at least four numbers.	Record and describe observations with pictures, numbers, or words.
Identify key ideas and details in a story.	Identify the characters in <u>Goldilocks and the Three Bears</u> .	Identify characters in a story.

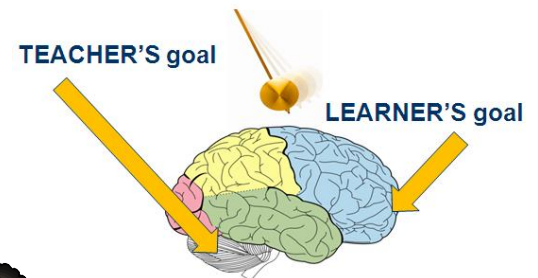


Make sure students:

1. **See & Hear** the Goal

2. **Interact** with the Goal

- Read it
- Say it
- Write it
- Score it



Teach Students
to Actively Seek
and Use
Feedback

Types of Feedback

- Expert feedback
- Clarifying feedback from peers
- Reflective feedback from self
- Listening in feedback

Effort Rubric for Elementary Progress Report

Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)
I rarely have appropriate books or materials ready.	I sometimes need help or reminders to have appropriate books or materials ready.	I usually have appropriate books and materials ready without help or reminders.	I consistently have appropriate books and materials ready.
I rarely complete my work and turn it in on time.	I sometimes remember to hand in my completed work, but I need a lot of reminding.	I usually remember to hand in my completed work with few reminders.	I consistently complete my work and remember to hand it in on time with no reminders.
After the teacher gives directions, I need a lot of support to begin working.	After the teacher gives directions, I sometimes need prompting to begin working.	After the teacher gives directions, I usually am able to begin work without reminders.	After the teacher gives directions, I consistently use different strategies to figure out things I don't understand and am able to begin work immediately.
I often get frustrated right away and give up or I don't try to do the activity at all.	I need lots of encouragement and help so I don't get frustrated and give up.	I occasionally become frustrated when attempting a task, but I still try to do the task.	I accept challenges even if I'm frustrated. I keep on trying until I succeed.
I rarely participate or ask questions during activities or assignments.	I need encouragement to participate in class activities and assignments.	I usually participate during class activities and assignments and will ask questions with few or no reminders.	I consistently participate during class or assignments and I ask questions when I need to.

Notes on Effort Rubric:

This is a tool for teachers to help them determine effort scores. The same rubric should be used at all grade levels with consideration given to age appropriateness. The same rubric should be used for each content area. This **does not** need to be given out with the Progress Report. You do not need to keep data on each item.

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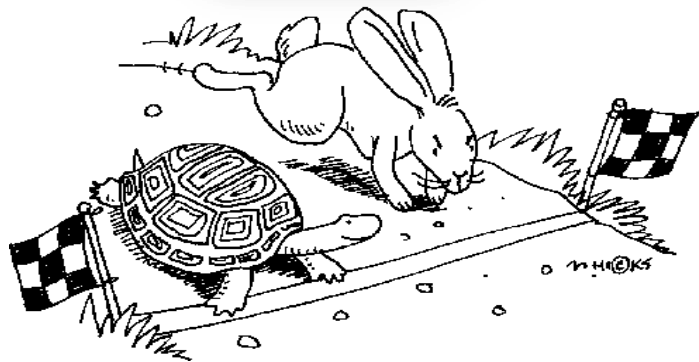
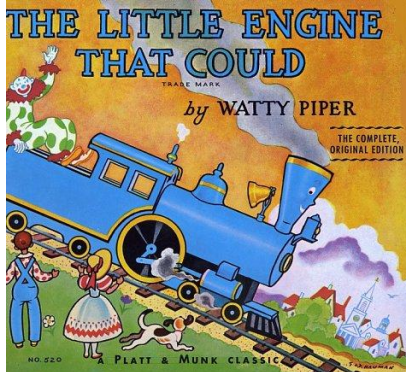
Define Effort

Use Stories about Effort

Cliff Young

<http://www.youtube.com/watch?v=uGFA2N0oS1Q>

<http://www.elitefeet.com/the-legend-of-cliff-young>



Assignments for November

- Practice writing appropriately specific goals
- Come prepared to share how your students are:
 - interacting with the goal
 - using feedback
- Come prepared to share how you are helping your students understand the relationship between effort and achievement

Please send examples of your rubrics!