

Transcript – Standard vs. Learning Progression

Many may think that a learning progression is just a standard, but there is a difference between the two. The standards define the content objective but not the process by which students are learning the content. Standards are based on analysis of the content or practice and are based on grade levels. Standards are set by the state. They describe intended learning outcomes horizontally focusing on one grade level.

A learning progression specifies the process of getting students to understanding the objective. The standards specify the knowledge that children at different grade levels should have mastered, but does not specify the inter-relationships between concepts. In contrast, learning progressions are developed based on empirical evidence of how students' understanding develops over time. Learning progressions are based on a continuum of learning over several grade levels and assess learning vertically between many grades. Make sure you take notes on these differences in your learning portfolio.

How is understanding the definition of standards and learning progressions useful for your lesson planning? How is this useful for student assessment? Write down your thoughts on page three of your learning portfolio.

Let's take a look at some other differences between standards and learning progressions.

These are some of the fundamental differences between standards and learning progressions. Standards tell teachers what they are expected to teach and what students should be learning, while a learning progression is used to help design a diagnostic and support tool for teachers to use to identify learning gaps. Standards are set by the state to define common content and performance expectations, while learning progressions are based on a continuum of learning over several grade levels to represent hypotheses about how students' understanding actually develops. Using both standards and learning progressions can help you support your struggling students at a more comprehensive level. Make sure you take notes on these differences in your learning portfolio.

Notice that the content standards are interwoven in a learning progression. How does this help you understand how or what students should be taught?

Take a moment to choose a standard from the TEKS and describe a learning progression that would support that standard. When bridged with standards, what information can you expect to gain about your students? Write down your thoughts on page four of your learning portfolio.