

Transcript – Five Essential Elements

According to the National Research Council, a learning progression has five essential elements. Roll over each number to learn more about each element and take notes on page five of your learning portfolio.

1. Target learning goals ***Learning progressions require learning targets or clear end points that are defined by societal aspirations and analysis of the central concepts and themes in a discipline.***
2. Progress variables (e.g., core concepts) that are developed over time ***Learning progressions require progress variables that identify the critical dimensions of understanding and skills that are being developed over time.***
3. Intermediate levels of achievement that progress toward mastery ***Learning progressions need levels of achievement or stages of progress that define significant intermediate steps in conceptual development that most children might be expected to pass through on the path to attaining the desired proficiency. Even though it is not explicitly stated, we interpret the third element to say that it is important to be aware of students' common misconceptions and errors. We will address this more in a later lesson.***
4. Learning performances at each level that articulate students' performance capability ***Learning performances are the operational definitions of what children's understanding and skills would look like at each of these stages of progress and provide the specifications for the development of assessments and activities which would locate where students are in their progress.***
5. Assessments that measure student development along the progression ***Assessments are developed that measure and track student development along a learning progression.***

Which of these essential elements are key to you for your own classroom practice and why? Post your thoughts on the discussion forum.

One critical difference between learning progressions and other frameworks that examine student learning is that learning progressions include specific learning performance indicators that articulate how students are likely to think, what they are likely to understand, know, and/or be able to do, and their likely misconceptions at different points along the developmental progression (Corcoran, Mosher, & Rogat, 2009).