

Student-Centered Formative Assessment Change Routine

Reflecting On Work Habits, Social Studies (Special Education) Freshmen/Sophomores

Based on the work of Melanie Simas of Central Falls High School as part of the Student-Centered Assessment Network (SCAN) with funding from the Nellie Mae Education Foundation <https://www.scanetwork.org/our-network>

Introduction

Problem of Practice: Students in this class lacked a sense of agency, going to their teacher for help before trying independent strategies, and many were not yet successful in class.

Summary: *Reflection on Work Habits* is a change idea that grew over the course of two years in a self-contained special education social studies course. The change idea begins with self-reflection and data-tracking around a single work habit, and in later cycles incorporates student identified strategies for increased success and expanded reflection. Over the course of four 4- to 5-week Plan Do Study Act (PDSA) cycles students saw an increase in classroom success and individual agency.

Measures

The teacher used students' self-reports in Google Forms to track students' persistence when confused, strategies students used to be successful in class, and how successful students felt in class.

Procedure

Reflecting on work habits is a collection of cycles in a process of continuous improvement. The change idea continued to evolve with each PDSA cycle and was successful because of the rich conversations between the teacher and students that led to students choosing and trying strategies that helped them be more successful in class.

A common feature of each PDSA cycle was students reflecting on their classroom work habits at the end of each class. Once a week during the cycle, the teacher and students would examine the class's student reflection data together. Teacher and students co-constructed meaning from the data, and used their interpretation to decide next steps for whole class and individual learning improvement. The following list describes how the PDSA cycles for *Reflection on Work Habits* built off each other and the types of discussions held with students at each step in the process.

1. Students began reflecting on a single classroom behavior - whether they asked a question when confused.

Discussions - During this step, the teacher used the weekly data review time to facilitate a discussion with students about what the data for this behavior shows, and how this behavior may be affecting students' class performance.

Discussions - At the end of the PDSA cycle, or throughout the weekly data review discussions, the teacher worked with students to co-construct strategies they can use to be more successful in class.

2. Students continued to reflect on the classroom behavior above, but also began (using a co-constructed list created from weekly data discussion) picking strategies they could use to be more successful in the next class, and then reflecting on whether they were able to successfully follow that plan.

Discussions - During weekly discussions students examined how well the class was doing at sticking to their plan. Topics include:

- What's going well if students are effectively using their strategies?
- If students are struggling to stick with their planned strategy, discuss why.
- How do different weeks compare?
- Why might it have been easier to use a strategy one week and not the next?

3. Students now begin identifying strategies for being successful in class the next week as well as what to do if they need help on an assignment.

Discussion - Central to the progression of the change idea, either at the beginning of this cycle or at the end of previous cycle, co-construct a list with students of the strategies they can use when they get stuck on a particular assignment.

4. In the last phase, keeping everything else in the Google Form the same, a final question was added that asks students if they are using the strategies they have used in this class in any of their other classes. The idea is that strategies for success should be transferable across contexts.

Key Resources

In this section include a summary of key resources (e.g. exit tickets, tasks, rubrics, etc.) that are essential for replication. They should match the names of the resources/tools referenced in the procedure section. Embed documents so they are accessible digitally or can be printed out. Use insert tab, select object, then file, and display as icon.



**Reflection
Questions across
PDSA Cycles**

**Sharing Data
Displays**

Variations

Other teachers in SCAN have conducted PDSA cycles focused on preparedness for class and students reflecting on things that make them successful or might increase their success. This change idea is, however, unique in its length and level of co-construction using class data.

It is believed that this idea can be generalized to many classroom settings and uses (not solely classroom habits). The process of students completing individual reflections on a goal, teacher and students working together to gain broader classroom understanding using the feedback of those collective reflections, making adjustments over time, and continually building towards next steps within a shared goal make this change idea particularly student-centered and successful.