|  |  |  |
| --- | --- | --- |
| **Agree-Disagree?** | **Read each statement. Decide if you agree-disagree (note in column to the left)** | **Agree-Disagree?**  **Have you changed your mind? Why/why not?** |
|  | 1. Learning progressions are the same as a scope and sequence or pacing guide that lists the order of what to teach next. |  |
|  | 2. Big ideas help to frame descriptors (progress indicators) in a learning progression. |  |
|  | 3. An example of a big idea would be: learning how to read. |  |
|  | 4. To validate a learning progression, one would consult cognitive research, as well as teacher observations and analysis of student work collected over time *after* targeted instruction. |  |
|  | 5. Students can use learning progressions as a self-assessment to monitor their own progress. |  |
|  | 6. Learning progressions can be used to diagnose individual students’ strengths and weaknesses. |  |
|  | 7. Progress maps, developmental continuums, and learning continuums are qualitatively different from learning progressions. |  |
|  | 8. Other countries have been using research-based learning progressions for many years to guide classroom assessment and instruction. |  |
|  | 9. Learning progressions can guide development of formative assessments and formative uses of assessment data. |  |
|  | 10. Learning progressions describe increasingly more difficult content and skills. |  |