

Unpacking the Critical Attributes of Student Growth through Kristin's Story (ELA)

This story is excerpted from [Culturally Responsive Formative Assessment: ELA and Math Examples](#), one of the resources provided on Slide #23 of [SGG Module 6: Formative and Summative Assessment](#). Kristin's story is also presented in video format as two SGG conversations embedded in SGG Module 6 (Formative and Summative Assessment) on slides #21-22: [Student Growth Goal Conversation #1 Before the Unit](#); and [Student Growth Goal Conversation #2 After the Unit](#).

Introduction

In "Understanding Kristin's Resistance," ELA teacher Maja Wilson uses [culturally responsive formative assessment](#) to design new learning experiences for all students after a conversation with Kristin.

The chart below demonstrates how this story could meet all the critical attributes of the revised student growth goal process and: knowledge of students; an essential standard; cognitive and emotional engagement; formative and summative assessment; student engagement in assessment; and feedback from students on their experience of the learning. Detailed descriptions of these critical attributes can be found in the revised [Student Growth Goal Rubrics](#).

NOTE: This example was chosen to illustrate the possibilities embedded in the revised [Student Growth Goal Rubrics](#). For example, the forms of assessment involved in this story are rigorous and fit the student growth goal, but the summative assessment does not involve scores of any kind. This is based on an expanded definition of summative assessment included in [SGG Module 6: Formative and Summative Assessment](#) on slide #9. Not all teachers need to conceive of summative assessment in this way, but it is possible in the revised student growth goal process.

Student Growth Goal	Students will grow in their ability to understand and articulate their intentions for their writing – and use their intentions to evaluate the feedback they receive from their peers and the teacher.
Knowledge of Students	
Essential Standard	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-LITERACY.W.11.12.5)



<p>Emotional and Cognitive Engagement</p>	<p>Emotional Engagement:</p> <p>Cognitive Engagement:</p>
<p>Formative and Summative Assessment</p>	<p>Formative Assessment:</p> <p>Culturally Responsive Formative Assessment:</p> <p>Summative Assessment:</p>

<p>Student Engagement in Assessment</p>	<ol style="list-style-type: none">1. Students understand the learning goal and may have been involved in determining the criteria to be used for evaluating it. 2. Students have an opportunity to assess their own work and/or that of peers using these criteria. 3. Students monitor their process on the learning goal.
<p>Feedback from Student on their Experience of the Learning</p>	