

South Portland's Four Step Process to Create a Learning Progression (2017)

Step 1

- Start with rigor level for “exceeds”/description of exceed for the target or indicator
- Brainstorm the skills or understandings students need to know to reach the target or indicator and define the teaching steps

Step 2

- Write those steps in kid-friendly “I can” statements

Step 3

- Review the “I cans” to be sure that the rigor is increasing with each successive “I can” so students are getting opportunities to develop the rigorous thinking required by the target

Step 4

- Select a couple of key “I can” statements where you want to give students feedback on where they are on the pathway to the target.