**Components of Learning Progression Feedback**

* Review another instructor’s learning progression and provide feedback on the four attributes listed below.

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| **Big Ideas** | |
| * The big idea is considered to be a big idea in the discipline. * The big idea is the right size for a unit of instruction. * The ideas, if any, from previous courses, that this learning progression builds on have been identified. | Identify where the learning progression shows strength for helping students develop the **big idea**. |
| Identify how development of the **big idea** of the learning progression could be improved. |
| **Building Blocks** | |
| * Each building block helps build toward the big idea. * Each building block is **necessary** in order to build the big idea. * Building blocks specify what students will **learn** rather than what they will do. | Identify where the learning progression shows strength for the **building blocks**. |
| Identify how the **building blocks** could be improved. |
| **Progression** | |
| * The progression of ideas is logical. | Identify where the **progression** **of concepts** makes sense. |
| Identify how the **progressions of concepts** could be improved. |
| **Gathering Evidence of Student Thinking** | |
| For each building block there is a description of how evidence of learning will be gathered. The description includes:   * The question that students will answer. * The form of the assessment task. * The evidence gathered provides enough information for instructors to determine the next steps in instruction and for students to make learning strategy adjustments. | Identify where the learning progression shows strength for **gathering evidence of student thinking.** |
| Identify how **gathering evidence of student thinking** for this learning progression could be improved. |