

HOW TO EMPOWER YOUR STUDENTS TO DEMONSTRATE THEIR LEARNING

by Jane Kennedy



In this article you will learn...

- The *Learning Demonstration* is the phase of the lesson during which students produce work that shows they can demonstrate the skill independently and accurately.
- Students who know how they will demonstrate their learning will understand and articulate how they will know that they have learned, via a demonstration or product, by the end of the lesson.
- Teachers who have a classroom full of students who can articulate how they know when they are learning will have students who take ownership of where they are in learning the skill or content during the lesson and can articulate what differentiated or additional supports they may need to meet the identified learning demonstration.

Categories: [feature](#), [Teaching](#)

Tags: [focused learning model](#), [learnership](#), [lesson planning](#), [metacognition](#), [phases of a lesson](#), [roles in learning](#), [student ownership](#)

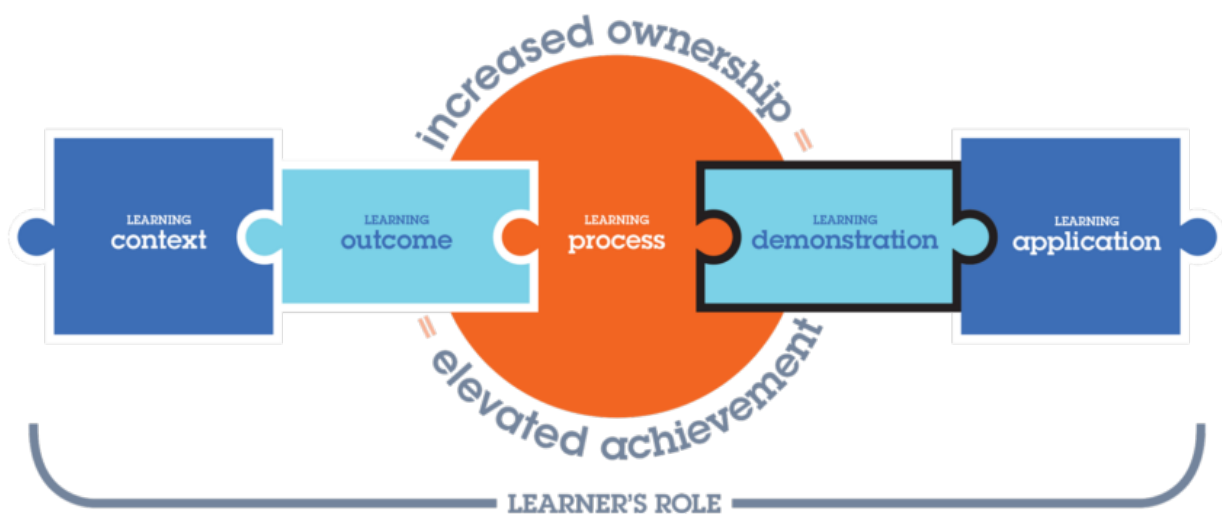


Reading Time: 7 minutes

This article is part of a series about how to drive authentic, equitable, and sustainable learning by decisions that empower *learnership*. **In other words, the more students know about their learning, the more opportunity they have to own their learning which leads to increased student achievement.** Elevated Achievement's *Learning Model* is the tool teachers need to support students in ownership of their learning, thereby developing *learnership*.

In other articles in this series, [we provided an overview of the Learning Model](#) and its **five student-centered phases**: setting the *Learning Context*, stating the *Learning Outcome*, engaging in the *Learning Process*, producing the *Learning Demonstration*, and implementing the *Learning Application*. We also discussed [the sequence of "backwards" planning](#) a focused lesson and provided examples.

In this article we will take an in-depth look at one of the five phases that lead to increased ownership and elevated achievement, the *Learning Demonstration*.



Producing the *Learning Demonstration*

This is the phase of the lesson during which students produce work that shows they can

demonstrate the skill independently and accurately. **Students will need to understand what successful learning looks like and sounds like if they are to answer the question, “How will I show that I have learned it?”**

While producing the *Learning Demonstration*, the teacher describes [what students need to demonstrate to show mastery of the lesson’s learning, why this shows mastery, and the criteria for success](#). Much of this information was first explained in the [Learning Outcome](#) phase.

The Value to Students

If students know how they will know they are learning they are more able to...

- Understand and articulate what specific skill or content they will be learning during the lesson.
- Connect this lesson’s learning outcome and demonstration with previous learning and an identified future application.
- Understand and articulate how they will know that they have learned, via a demonstration or product, by the end of the lesson.

The Value to Teachers

Teachers who have a classroom full of students who can articulate how they will know they are learning will have students that....

- Make connections from previous learning to the lesson demonstration and how together this will support them in future learning and application.
- Take ownership of where they are in learning the skill or content during the lesson and can articulate what differentiated or additional supports they may need to meet the identified learning demonstration.
- Are more motivated to learn as they see value and progress in meeting the identified learning demonstration of the lesson.

In other words, the value to you is to have a classroom of learners who [understand their role in the learning](#) and will help you with the task of teaching. Instead of just one person monitoring all of the learning, you will have a roomful of people.

To help you make stronger student-centered decisions, consider these questions as you plan:

- **What will the students do to show that they have learned this skill?**
- **How will this demonstrate that they met the learning outcome?**

- **What is the student's role in the *Learning Demonstration*?**
- **How will you share this information with your students before, during, and after a lesson?**

[Click here to download a lesson planning template to use as you determine the *Learning Demonstration* for your next lesson.](#)

What's Next in Learnership?

As we've said before, teachers play a crucial role in ensuring that students own their learning. The teacher is the key decision-maker for establishing effective learning designs before, during, and after instruction in the classroom. Because the teacher is the person who knows the most about the students, it is important that the teacher's ownership in making these decisions is cultivated.

That's why we provide 5 articles that take in-depth looks at each of the phases of the *Learning Model*, their value to students, and their value to teachers. In each article, you will get the planning questions and tools you need to implement focused *Learning Models* for each and every lesson.

Remember, the decision-making sequence for designing a lesson is "backwards." Therefore, the following sequence for reading is recommended as you plan with a focused *Learning Model*.

- First, make sure you've read the articles, "[How to Set Out for Your Students Why This Learning Is Important](#)" and "[How to Ensure Your Students Apply What They Have Learned](#)" so you know how to determine the *Learning Context* and the *Learning Application*. In other words, read these 2 articles to get the planning questions and tools you need to determine why students are learning a skill right now and how they will use it in the future.
- Next, make sure you've read "[How to Support Your Students to Know What They Are Learning](#)" so you know how to determine the *Learning Outcome*, and then read this current article to learn how to determine the *Learning Demonstration*. In other words, read these 2 articles to get the planning questions and tools you need to determine the specific skills students are learning and what a demonstration of mastery will look and sound like.
- Finally, read "[How to Engage Your Students in the Learning Process](#)" to learn how to determine the *Learning Process*. In other words, read this article to get the planning questions and tools you need to determine the instructional strategy or strategies that will allow for students to most effectively and efficiently demonstrate mastery of the targeted skill.

Then you'll be ready to backwards plan a lesson and forward instruct through that lesson with the end in mind as you move through the **five student-centered phases**: [setting the Learning](#)

Context, stating the Learning Outcome, engaging in the Learning Process, producing the Learning Demonstration, and implementing the Learning Application.

Continue the Learning

Check out these articles and resources to continue your learning about this topic...

- [Our Article, "How to Transform Classroom Assessment"](#)
- [Our Downloadable Resources for Planning with a Focused Learning Model](#)
- [Our Book, *Developing Student Ownership: Supporting Students to Own Their Learning through the Use of Strategic Learning Practices*](#)

The Learning Brief

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