

Planning for Learning with Assessment, Evaluation and Reporting – A Quick Reference for Teachers

Teacher practices

Teacher uses a cluster of curricular expectations and understanding of students' current level of achievement (i.e. baseline in diagnostic assessments) to develop a Learning Goal that is related to the overall expectations.

Teacher involves students in setting Success Criteria so students know what success looks like. This helps Teacher and students determine the degree to which a Learning Goal will be achieved.

Teacher records and analyzes observations, conversations and student products throughout the learning to determine which Success Criteria have been met and not met. Teacher provides Descriptive Feedback throughout the learning to support improvements to student learning. At the end of a period of learning, Teacher reports the degree to which learning has been achieved.

Teacher posts and looks for

Learning Goal
– what we want each student to know and be able to do by the end of a period of learning

Success Criteria
MET

Success Criteria
NOT YET MET

Teacher questions

What was the key learning for each student?

What does success look like for each student?

What still needs to be learned by each student?

Teacher writes report cards

Make the Learning Goal into a comment that is personalized for each student

Share a SPECIFIC EXAMPLE that demonstrates each student's learning
– "towering strength"

Share next steps to support each student and communicate to parents/guardians