

PRIMARY

CHECKLIST

Assessment FOR Learning

Learning Goals

- Learning goals are broken down into small, manageable chunks. Each chunk is introduced through classroom mini-lessons and consolidated in small, group guided practice opportunities.
- With teacher support and instruction, students gradually build upon their knowledge and understanding over time to independently achieve their learning goals.

Communication of Learning Goals to Students

- Use of performance standards with picture representations and/or hands-on analogies that explicitly connect students to the target or learning goal.
- Student-generated anchor charts that are clearly posted in the classroom for easy student reference.
- Learning goals that are framed using student-friendly language and provide explicit step-by-step explanations and procedures about thinking and development of learning goals.
- Display student work that has met the target alongside the performance standard.

Student Self-Assessment

- Ongoing teacher and student led reflection about what a Level Four looks like.
- Whole class assessment and discussion of a variety of students' work – “Does this piece meet our target? How could this student improve to better reach our goals?”
- Student-generated rubric and/or checklist based on the performance standard that allows students to monitor their own progress and development as a learner.

Use of Diagnostic Assessment

- Use diagnostic assessments to guide the creation of the learning goal. This assessment drives instruction, future learning goals, and immediate next steps.
- Use picture representations and/or graphs to involve students in looking at the diagnostic assessment as an indicator of where we are and where we want to go. Continue to use these pictorial representations throughout the learning goal to capture and celebrate student progress.
- Identify goals and next steps for students learning based on the diagnostic assessment.

