Assessment and Evaluation for Improved Student Learning

Integrating Assessment and Instruction

Curriculum Review: Classical Studies and International Languages 9-12 Spring 2015

A. Process for Designing a Learning Goal

Design a learning goal(s) for the following expectation:

**Overall Expectation** – International Languages, Level 1 Academic:

**A.1 Listening to Understand**: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;

1. Identify what students must KNOW (nouns) and BE ABLE TO DO (verbs) to achieve this expectation.

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<th>KNOW</th>
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2. Write a learning goal (or goals) based on this expectation. Use the phrase

“We are learning … so that …”

3. Write your group’s learning goals on the poster paper.
B. Process for Designing Success Criteria

For the learning goal that you have created in A), brainstorm a list of ideas of what successful learning would look like.

1. Break down the Learning Goal into its components.

2. Ask questions about each aspect of the LG:

   What does it mean to…?
   What does it look like to…?

3. Examine the Achievement Chart and look for links and connections to the learning.

4. Write success criteria. We suggest using: “I can…” or “I know….”