Intended Curriculum Expectations:
What cluster of specific expectations fit together for the next period of learning?

Success Criteria
The feedback students receive (e.g., oral, written) during the work as well as at the conclusion of such activities is based upon the success criteria. What criteria needs to be identified here to support the attainment of the goal(s)?

- “I can”
- Describes the learning from the learning goals - what does the learning look like?
- Supports development of the learning along a continuum - more than done, not done.
- Provides multiple entry points to meet the learning goals
- Emphasizes thinking involved rather than task completion lists or number of qualifiers
- When reviewing success criteria, hold it up to the achievement chart categories... are Knowledge & Understanding, Thinking, Communication & Application present?
- Helps to identify next steps
- Spend time co-constructing an understanding of success criteria with students

Assessment of Learning Task(s)
Do these tasks match with the assessment opportunities students have already engaged in?

What do students need to know and be able to do to demonstrate they’ve met these expectations?

Know
List the underpinnings of the curriculum expectations to the left...
what are all the aspects of the learning associated with these expectations?

Do
(includes thinking)

Learning Goals – what relationships exist in the above box? How can these relationships be stated in brief, student friendly language to illustrate the intended learning?

We are learning to:

- Curriculum based and uses verbs that are specific and observable
- Brief & student friendly, subject specific vocab is retained,

Planned Learning Activities in service of Learning Goals
What learning opportunities will allow students to engage in this learning prior to evaluation?

Assessment for Learning – coaching before game day!

- Collecting and recording evidence from multiple sources (observation, conversations, products)
- Opportunities to address expectations/scaffolded portions of the learning goal more than once
- Inform instructional decisions of teacher - are students ready to move on? do they need more time? How fragile is the understanding - can the student apply the learning in another context?

Students will have an opportunity to respond to and act on the feedback provided prior to using these skills and knowledge in an assessment of learning context.