



# ASSESSMENT CAPABLE LEARNERS IN CELINA

## PART 1: WHERE AM I GOING?

Critical Component	FULL Implementation	PARTIAL Implementation	LOW Implementation
<p><b>Where I am going?</b> Students know the learning target for the lesson &amp; the criteria for success.</p>	<p>1.1 Learning Targets are written in student friendly language, are relevant and meaningful to students, and are tied to state or district standards.</p>	<p>1.1 Learning Targets are written in student friendly language and/or are tied to state or district standards.</p>	<p>1.1 Learning Targets are written.</p>
<p><b>Students who KNOW THE LEARNING TARGET FOR THE LESSON &amp; THE CRITERIA FOR SUCCESS</b></p>	<p>1.2 Teachers use multiple means of representation (at least 3) to express Learning Targets in a format accessible to all types of learners (i.e. written, pictorial, auditory, and/or kinesthetic).</p>	<p>1.2 Teachers use multiple means of representation (at least 2) to express Learning Targets in a format accessible to all types of learners (i.e. written, pictorial, auditory, and/or kinesthetic).</p>	<p>1.2 Teachers use one method of representation to express Learning Targets in a format accessible to all types of learners (i.e. written, pictorial, auditory, and/or kinesthetic).</p>
	<p>1.3 Teachers consistently use a formative assessment to gauge student understanding of the learning targets.</p>	<p>1.3 Teachers sometimes use a formative assessment to gauge student understanding of the learning targets.</p>	<p>1.3 Teachers do not use a formative assessment tool to gauge student understanding of the learning targets.</p>
	<p>1.4 Criteria for student success are outlined for each learning target. Success criteria are written in student friendly language, are posted and visible to students, and students are able to paraphrase the criteria.</p>	<p>1.4 Success criteria are outlined for learning targets, but students are not able to paraphrase the criteria.</p>	<p>1.4 No success criteria relating to the learning targets are outlined.</p>
	<p>1.5 The teacher will review different levels of student work and will engage students in discussion about evidence of success criteria in each level.</p>	<p>1.5 The success criteria include some examples of student work.</p>	<p>1.5 The success criteria does not include examples of different levels of student work.</p>

### Knowledge, Skills, and Abilities

<p><b>A learning target is...</b> A statement that begins with “I Can” and states what the student should know and be able to learn at the end of <b>one</b> lesson.  Instruction with embedded UDL principles help students reach the learning target.</p>	<p><b>Success criteria are...</b> Descriptions of what it means to do quality work in today’s lesson in terms that are lesson-sized, observable, and measurable. Students should be able to use them to assess the quality of their work while they are learning. They are specific to the learning target, understandable, and public.  Success Criteria are what you are having students do to show what they know about the learning target, usually 3-5 items.</p>
---	--

When students are able to paraphrase the learning targets to another student or adult at any time during the lesson, we know the learning targets & success criteria are maximizing learning potential.