



# 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>Check out all the resources on our <a href="#">ACL HUB</a>.</p> <p>Teachers must express and formatively assess the learning targets and success criteria at the beginning of each lesson and refer to them throughout the entire lesson.</p>	<p>1.2 Teachers use <a href="#">multiple means of representation</a> (at least 3) to <a href="#">express Learning Targets</a> in a format accessible to all types of learners (i.e. written, pictorial, auditory, and/or kinesthetic), and students are able to paraphrase the target, when asked with no adult prompting.</p>	<p>1.2 Teachers use <a href="#">multiple means of representation</a> (at least 2) to <a href="#">express Learning Targets</a> in a format accessible to all types of learners (i.e. written, pictorial, auditory, and/or kinesthetic). Students can paraphrase the Learning Target with prompting from an adult.</p>	<p>1.2 Teachers use <a href="#">one method of representation</a> to <a href="#">express Learning Targets</a> in a format accessible to all types of learners (i.e. written, pictorial, auditory, and/or kinesthetic). Students cannot paraphrase the Learning Target.</p>
	<p>1.3 Teachers consistently use a quick informal (not a written FA) <a href="#">formative assessment to gauge student understanding of learning targets</a>, not of the lesson.</p>	<p>1.3 Teachers sometimes use a quick informal (not a written FA) <a href="#">formative assessment to gauge student understanding of learning targets</a>, not of the lesson.</p>	<p>1.3 Teachers do not use a <a href="#">formative assessment to gauge student understanding of learning targets</a>.</p>
	<p>1.4 <a href="#">Criteria for student success are outlined for each learning target</a>. Success criteria are written in student friendly language, are posted and visible to students, and students are able to paraphrase the criteria, when asked.</p>	<p>1.4 <a href="#">Success criteria are outlined for learning targets</a>, but students are not able to paraphrase the criteria.</p>	<p>1.4 No <a href="#">success criteria relating to the learning targets</a> 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>