



**Critical Component: Selecting Learning Targets**

**Learning Targets:**

Learning targets are the building blocks for acquisition of concepts/skills/practices (e.g., a step along the construct progression). Learning targets reflect the learning that teachers expect students to achieve in an instructional sequence (e.g., 1-2 lessons) and are developed with students (when appropriate) and stated in language that students can understand (e.g., *I can* statements).

<i>LOOK FORS/OPEN ENDED QUESTIONS</i>	<i>EXPECTED IMPLEMENTATION</i>	<i>DEVELOPMENTAL VARIATION</i>	<i>UNACCEPTABLE VARIATION</i>
<p><b>Look for:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to work with individual students and/or small groups to identify learning targets.</li> <li>• Students are engaged in activities that match their individual learning targets.</li> <li>• Evidence of purposeful differentiation for students using the construct progressions to identify appropriate skill levels.</li> </ul> <p><b>Open-ended questions:</b> Students can state learning targets in their own language, “I can...”.</p> <ul style="list-style-type: none"> <li>• <i>Tell me about what you are working on.</i></li> <li>• <i>What did you learn?</i></li> <li>• <i>What was hard for you?</i></li> <li>• <i>What is your learning target or goal?</i></li> </ul> <p>Teachers can explain the process for selecting learning targets for and with their students using their current learning statuses.</p> <ul style="list-style-type: none"> <li>• <i>Tell me how you selected this learning target for (this student).</i></li> <li>• <i>How was (this student) involved in selecting this learning target and/or understanding his/her next learning goal?</i></li> </ul>	<p><b>Uses the current learning status and engages individual students in the development of learning targets (when appropriate) in meaningful and appropriate ways to support learning (e.g., using <i>I can</i> statements).</b></p>	<p>Uses the current learning status and communicates the learning targets to individual students in meaningful and appropriate ways (e.g., using <i>I can</i> statements) to support learning.</p>	<p>Does not use the current learning status to develop and communicate learning targets.</p> <p>Develops learning targets using current learning status, but does not communicate them to students.</p> <p>Communicates the same learning target to all students, rather than individualizing for each student based on his or her current learning status.</p>



**Critical Component: Developing Criteria for Success**

**Criteria for Success:**

Criteria for success describe what students might say, do, make or write during the learning opportunity to demonstrate that they have met the learning targets. Criteria for success allow students to compare their current learning status with their learning targets. Criteria for success allow teachers to identify gaps in student learning in order to adapt and respond to individual learning needs.

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<p><b>Look for:</b> Planning documents and/or reports from the electronic platform that show evidence of current learning statuses and identified learning targets for students, and the teachers’ ability to locate and use the performance descriptors.</p> <p><b>Open-ended questions:</b> Focus on teachers’ capacity to explain the process for using the learning targets and performance descriptors to identify and create criteria for success.</p> <ul style="list-style-type: none"> <li>• <i>How do you create criteria for success?</i></li> <li>• <i>How do you model and provide practice for a student to understand his/her individual learning targets?</i></li> </ul>	<p><b>Uses the learning targets and specific performance descriptors to identify the criteria for success for students in all domains of learning and development.</b></p>	<p>Uses the learning targets and specific performance descriptors to identify the criteria for success for students in some domains of learning and development and is developing this ability in other domains.</p>	<p>Identifies criteria for success for students, but does not use the learning targets or specific performance descriptors to do so.</p>
<p><b>Developing Criteria for Success (continued)</b></p> <p><b>Look for:</b> One-on-one and small group meetings to create criteria for success using language that matches learning targets.</p> <p><b>Open-ended questions:</b> Focus on students’ capacity to state criteria for success in their own language, which describes what they will say, do, make, or write during the learning task to meet learning targets.</p> <ul style="list-style-type: none"> <li>• <i>Tell me about what you are working on today.</i></li> <li>• <i>What did you learn?</i></li> <li>• <i>What was hard for you?</i></li> <li>• <i>What else will you have to work on to meet your goal?</i></li> <li>• <i>How will you know that you met your learning target or goal?</i> Focus on teachers’ capacity to explain the process of creating criteria for success and engaging students in the development of criteria for success.</li> <li>• <i>How do students know when they have met their learning target?</i></li> </ul>	<p><b>Engages students in the development of criteria for success (when appropriate) that describe what the students will say, do, make, or write during the learning process to meet the learning targets in student friendly language (e.g., “I will...” statements).</b></p>	<p>Communicates criteria for success to students in student friendly language (e.g., “I will...” statements) that describes what students will say, do, make, or write during the learning process to meet the learning targets.</p>	<p>Communicates criteria for success to students, however, not in student friendly language, e.g., “tells students what they must do, does not check in to see that they understand or does not describe what students will say, do, make, or write during the learning process to meet the learning targets.</p>



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<p><b>Developing Criteria for Success (Continued)</b>  <b>Look for:</b>            Modeling of strategies that depict criteria for success for a variety of learning targets displayed for and accessible by students.  <b>Open-ended questions:</b>            Focus on teachers’ capacity to explain or show the strategies they use with students.</p> <ul style="list-style-type: none"> <li>• <i>How do students know what it looks like to meet their current learning target?</i></li> <li>• <i>How do you provide modeling/scaffolding/support in order to teach your students to use strategies?</i></li> </ul>	<p><b>Routinely provides modeling of strategies aligned with criteria for success (when appropriate) to help students understand how to know what to do to meet the learning targets.</b></p>	<p>Sometimes provides modeling of strategies aligned with criteria for success to help students understand how to know what to do to meet the learning targets.</p>	<p>Does not provide modeling of strategies to help students understand how to know what to do to meet the learning targets.</p>
<p><b>Developing Criteria for Success (Continued)</b>  <b>Look for:</b>            Students using the modeled strategies that depict the criteria for success.  <b>Open-ended questions:</b>            Focus on students’ capacity (either independently or with support) to show or explain the strategies and modeling provided to help them meet their learning targets.</p> <ul style="list-style-type: none"> <li>• <i>Tell me or show me what helps you know when you have met your learning target?</i></li> </ul>	<p><b>Students independently refer to the criteria while learning (some students may require scaffolding and support) in order to monitor and support their own understanding.</b></p>	<p>When prompted, students refer to the criteria for success while learning in order to monitor and support their own understanding.</p>	<p>Students do not refer to and are not prompted to refer to the criteria for success while learning in order to monitor and support their own understanding.</p>



### Critical Component: Eliciting Evidence of Learning

#### Eliciting Evidence:

Eliciting evidence is a planned component of instruction that occurs as instruction is taking place in the moment. Multiple, ongoing assessment means are used to elicit evidence of student learning that are both teacher-initiated and child-initiated.

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<p><b>Look for:</b> Teachers have provided multiple ways to show learning. Teachers have intentional observations written into planning documents. Teachers observe across different settings during instruction.</p> <p><b>Open- ended questions:</b></p> <ul style="list-style-type: none"> <li>• <i>How do you elicit evidence of learning in a variety of ways?</i></li> <li>• <i>Why did you choose these means?</i></li> </ul>	<p><b>Consistently uses planned, multiple, ongoing assessment means aligned with learning targets and criteria for success for all domains of learning and development.</b></p> <p><b>Evidence is elicited while instruction is occurring and learning is underway.</b></p>	<p>Uses multiple assessment means for some domains of learning and development and is developing this ability in other domains.</p> <p>Assessment means used are aligned with learning targets and criteria for success and evidence is elicited while instruction is occurring and learning is underway.</p>	<p>Uses assessment means that are not aligned with learning targets and criteria for success.</p> <p>Uses multiple assessment means only at defined points in time (e.g., benchmark), rather than in an ongoing manner.</p>
<p><b>Look for:</b> Teachers are collecting information on student learning by recording what students do, say, make or write using multiple assessment means. Teachers create classroom environments that support multiple ongoing assessment means.</p> <p><b>Open- ended questions:</b></p> <ul style="list-style-type: none"> <li>• <i>How did the learning target(s) help inform the types of assessment means you used?</i></li> <li>• <i>What are some of the ways you offer for students to be able to show their learning?</i></li> <li>• <i>How does your classroom environment facilitate multiple ways to elicit evidence of learning?</i></li> </ul>	<p><b>Consistently uses multiple, ongoing assessment means to gain insights into student learning in all domains of learning and development in an effort to infer where they are in their learning in relation to learning targets and criteria for success.</b></p>	<p>Uses multiple assessment means to gain insights into student learning for some domains of learning and development and is developing this ability in other domains.</p> <p>Evidences are elicited in an effort to infer where students are in their learning in relation to learning targets and criteria for success.</p>	<p>Uses limited assessment means or multiple assessment means to look at effort or participation without focusing on student learning in relation to learning targets and criteria for success.</p>
<p><b>Eliciting Evidence (Continued)</b></p> <p><b>Look for:</b> Planning documents and/or current classroom activities that show intentional opportunities for child-initiated and teacher-initiated learning.</p> <p><b>Open- ended questions:</b></p> <ul style="list-style-type: none"> <li>• <i>In what ways do you provide opportunities for child-initiated activities?</i></li> <li>• <i>Why did you choose these means?</i></li> </ul>	<p><b>Provides a balance of teacher-initiated and child-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.</b></p>	<p>Provides a classroom environment which allows for mostly teacher-initiated and some child-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.</p>	<p>Provides a classroom environment, which allows for mostly teacher-initiated and limited, if any, child-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.</p>



**Critical Component: Interpreting the Evidence (Identifying the Current Learning Status)**

**CORE ELEMENTS:**

**Construct progressions:**

Construct progressions identify the building blocks for acquisition of concepts/skills/practices over time. Construct progressions are not standards, pacing guides, or curriculum scope and sequences. Rather, construct progressions lay out increasingly more complex understandings of core concepts, principles or skill development, providing a picture of what it means to develop in an area of learning (Heritage, 2008).

**Learning Status:**

The learning status is represented by a point along a construct progression. Teachers decide what skill on a construct progression best describes the student's overall performance based on the evidence they have gathered.

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<p><b>Look for:</b> Teachers have documented evidence within the electronic platform and have determined a current learning status that is supported by that evidence or as a result of analyzing a variety of evidence that may be stored elsewhere.</p> <p><b>Open-ended question:</b></p> <ul style="list-style-type: none"> <li><i>What evidence did you use to determine this current learning status?</i></li> </ul>	<p><b>Accurately interprets evidence generated from the use of multiple, ongoing assessment means and locates students' current learning status along the construct progressions for all five domains of learning and development.</b></p>	<p>Gathers evidence from the use of multiple, ongoing assessment means to locate students' current learning status along the construct progressions for all five domains of learning and development, but accurately interprets the evidence for only some domains of learning and development (2-4).</p>	<p>Does not effectively interpret evidence generated from assessment means to locate students' learning status.</p> <p>Uses assessment means to locate students' learning status at defined points in time (e.g., benchmark), rather than in an ongoing manner.</p> <p>Collects evidence for fewer than 2 domains of learning and development (by the end of 60 days).</p>



**Critical Component: Adapting/Responding to Learning Needs**

**CORE ELEMENTS:**

- Descriptive Feedback:**  
 Descriptive feedback communicates the particular qualities of student learning through discussion or suggestions about what the student can do to move his/her learning forward. The teacher should avoid comparisons of a student’s work or response with other students. Descriptive feedback should be specific, timely and based on the learning target and criteria for success. It should help the student answer three basic questions: Where am I going? Where am I now? How can I close the gap? (CCSSO FAST SCASS, 2008)
- Adjustments in Student Learning:**  
 Students use descriptive feedback and teacher’s intentional questioning/probing/prompting to improve their work and advance their learning.
- Instructional Adjustments:**  
 Both in-the-moment and ongoing adjustments are made to instruction based upon evidence gathered.

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<p><b>Look for:</b>                      One-on-one or small group meetings involving teachers talking with and showing students which criteria for success have been met, which have not been met and why, and giving cues or hints students can utilize to move their learning forward.                      Evidences of cues or hints that the teacher uses to show individual students what they need to do to move forward. For example, modeling/ demonstrations that highlight specific strategies on which an individual student should focus in order to move forward.</p> <p><b>Open-ended questions:</b>                      Focus on teachers’ capacity to explain how they respond to individual students in ways that emphasize which criteria for success have been met, which have not been met and why, and cues or hints students can utilize to move their learning forward.</p> <ul style="list-style-type: none"> <li><i>(Looking at student work) Tell me how you will respond to your student regarding this work.</i></li> <li><i>Tell me how you go about showing students what they can do to move their learning forward.</i></li> <li><i>Share with me with some examples of cues or prompts you might provide students to help them move forward in their learning?</i></li> <li><i>How do students know what to focus on to meet their criteria for success?</i></li> </ul> <p>Focus on students’ capacity to explain which criteria for success have been met, which have not been met and why, and what they are specifically working on to move their learning forward.</p> <ul style="list-style-type: none"> <li><i>What are you working on today?</i></li> <li><i>What is your learning target/goal? How are you going to work toward getting there today?</i></li> <li></li> </ul>	<p><b>Consistently provides descriptive feedback that is not graded or evaluative, but instead, highlights which criteria for success have been met and which criteria have not been met and why, as well as cues or hints of what students need to do to move learning forward.</b></p>	<p>Provides descriptive feedback that is not graded or evaluative in some domains of learning and development and is developing this ability in other domains.</p>	<p>Provides feedback that is graded or evaluative, rather than highlighting which criteria for success have been met and which criteria have not been met and why.</p>



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<p><b>Adapting/Responding (Continued)</b>  <b>Look for:</b>            Students referring to written/oral feedback as they revise or move to the next step in their learning.            Teachers providing time for processing feedback and preparing action.  <b>Open-ended questions:</b></p> <ul style="list-style-type: none"> <li><i>Tell me about the feedback you just received. What are you going to do now?</i></li> <li><i>Tell me about the feedback you just received. What are you going to do next?</i></li> <li><i>What are you doing differently due to the feedback you received?</i></li> </ul>	<p><b>Students independently use feedback (when appropriate) to improve their work and advance their learning.</b></p>	<p>Students use descriptive feedback only with support from the teacher to improve their work and advance their learning.</p>	<p>Students do not use descriptive feedback to improve their work and advance their learning.</p>
<p><b>Adapting/Responding (Continued)</b>  <b>Look for:</b>            Teachers have intentional questions prepared in order to help elicit student responses to gain insight into their learning and support appropriate next steps.            Teachers are familiar with construct progressions and they ask relevant probing questions (related to the construct progressions) in order to move students forward.            Teachers create a responsive and flexible learning environment, where corrective action can take place in the form of in-the-moment instructional adjustments.  <b>Open-ended questions:</b></p> <ul style="list-style-type: none"> <li><i>How do you determine the kinds of questions or probes you will use during a particular lesson?</i></li> </ul>	<p><b>Consistently uses questioning/probes/prompts to elicit students' responses and extend classroom discussions.</b></p>	<p>Inconsistently uses questioning/probes/prompts to elicit students' responses and extend classroom discussions.</p>	<p>Does not use questioning/probes/prompts to elicit students' responses and extend classroom discussions.</p>
<p><b>Adapting/Responding (Continued)</b>  <b>Look for:</b>            A variety of materials are ready in order to quickly adjust for individual needs.            Teachers are flexible and adjust a lesson when student needs indicate misunderstandings or mastery during a lesson.            Teachers make necessary adjustments in lesson plans and in-the-moment to quickly address needs.  <b>Open-ended questions:</b></p> <ul style="list-style-type: none"> <li><i>How do you prepare in order to be ready to adjust instruction if necessary?</i></li> <li><i>How do you incorporate the evidence of learning you collected into the planning for your next lesson?</i></li> </ul>	<p><b>Consistently makes quick adjustments to instruction based on the interpretation of evidence and/or learning targets, in-the-moment and/or within an instructional sequence (1-2 lessons).</b></p>	<p>Inconsistently makes adjustments to instruction based on the interpretation of evidence and/or learning targets, in-the-moment and/or within an instructional sequence (1-2 lessons).</p>	<p>Does not make adjustments or makes adjustments based on limited or no evidence and/or learning targets.</p>