



Learning Ladders for Assessment that Leads to Learning

LEARNING GOALS:

Students have ownership of their learning and can articulate three core questions:

- What am I learning and why is it important?
- How am I doing with my learning?
- Where am I going next with my learning?



Students set goals for future learning.



Students self-assess using success criteria. The teacher assesses using success criteria.



I give ongoing feedback to students in accessible language. Students have time to incorporate feedback into their work.

- *Build time into your schedule for students to work with the feedback you give them.*



I co-develop criteria with students or share criteria with students (what proficiency looks like).

- *Build time into your schedule for students to work with the feedback you give them.*



I explicitly share learning standards (in student-friendly language) with students, and they can articulate them.

- *Start small – what is the learning goal in this subject for this week?*



I use learning standards (curricular competencies and content) to plan my instruction.

- *Start small – choose one learning standard in one subject area to become comfortable*



What do your students need to learn? (Based on your pre-assessment?)

Questions for Teacher Planning

What do I want students to know and be able to do?

How will we know if they have learned it?

How will we respond when some students do not learn?

How will we extend the learning for students who are already proficient?

START HERE



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Questions for Teacher Planning

What do I want students to know and be able to do?
How will we know if they have learned it?
How will we respond when some students do not learn?
How will we extend the learning for students who are already proficient?

Questions for Student Reflection

What am I learning and why is it important?
How am I doing with my learning?
What goals do I have for my learning?
What goals do I have for my learning?

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