

Continuum of Performance Based on Use of Daily Learning Intention

<i>Element</i>	Not Yet	Novice	Capable	Proficient
<i>Creation of the Learning Intentions</i>		Teacher constructs learning intentions from important learning in the discipline	Teacher constructs high-quality learning intentions aligned to deconstructed learning targets/standards/goals; learning intentions reflect essentials of the discipline	Teacher uses input from students to construct high-quality, aligned learning intentions; goals reflect a range of types: factual knowledge, conceptual understandings, reasoning abilities, performances, social interaction, management and communication
<i>Meaning of Learning Intention</i>		Teacher constructs and posts clear daily learning intention for the class/course	Teacher creates, posts and explains the learning intention then checks for student understanding	Each student understands the meaning of the learning intention as evidenced by independently constructed written and/or oral explanations focused on [the] learning; students can explain the learning intention(s) and how they connect to assessments and learning experiences
<i>What Success Looks Like</i>		Teacher shares what success in meeting the expectations of the learning intention looks like, via well-crafted success criteria	Teacher communicates clear success criteria that are aligned to the rigor, cognitive demand, and most salient features of success in meeting the expectations of the learning intention	Each student can thoroughly and flexibly explain what aligned evidence of success looks like, and what matters most in a successful performance
<i>Current Status</i>		Teacher identifies where students currently are in relation to the expectation(s) of the learning plan, and how the current learning intention fits into the larger unit	Teacher accurately identifies where students currently are in relation to the expectation(s) of the learning plan, and clearly explains how the current learning intention is the piece needed [next] to move student learning forward and reach broader goals	Each student accurately describes where he/she currently is in relation to the expectation(s) of the learning intention, and how [this] current learning fits into the broader goal(s) for the unit
<i>Next Steps</i>		Teacher identifies specific and plausible next steps based on what is next in the design of the learning plan	Teacher identifies specific and probable next steps based on students' current status (identified via multiple sources of meaningful data)	Each student can identify specific and plausible next steps based on current status (determined by comparing current performance to success criteria; examining multiple data sources, and including reflections and student self-assessments)
<i>Resources (learning experiences, strategies, and learning materials)</i>		Teacher identifies next steps in instruction then crafts and/or selects aligned learning experiences and activities that follow the sequence of the of the (written) learning unit plan	Teacher identifies aligned next steps, including meaningful learning experiences, in order to support students' next steps and growth; decisions regarding what to use with whom are based on student need ascertained from examining the results from multiple sources of evidence	Each student can identify and explain how he or she will access and use a variety of resources in order to strengthen, communicate, and demonstrate learning then flexibly apply his or her understanding in an authentic context