

Minds On – Embedding Assessment for Learning in Teaching and Learning

Before Reading	Statement	After Reading
Agree Disagree	1. A learning goal should use student friendly language and be stated from their perspective. It should be clear and concise.	Agree Disagree
Agree Disagree	2. If you post the learning goal at the beginning of your lesson, there is no reason for discussing it any further with your students.	Agree Disagree
Agree Disagree	3. Keeping a record of learning goals in a notebook for a unit helps students see what they are learning and connect it to their prior knowledge and experiences.	Agree Disagree
Agree Disagree	4. Learning goals don't need to be broken down into steps for students. The students should know what success looks like by reading the learning goal.	Agree Disagree
Agree Disagree	5. Checking for understanding of the learning goal during a lesson can be as simple as observing students while they are completing an activity.	Agree Disagree
Agree Disagree	6. It is best if the teacher constructs the learning goal and then tells students what they need to do to be successful on each learning goal.	Agree Disagree
Agree Disagree	7. Before teaching a lesson, it is good to think about the challenges and misconceptions students will experience when trying to reach the learning goal and to make a plan for how they will be addressed during the lesson.	Agree Disagree
Agree Disagree	8. Feedback that is directly related to the learning goal and success criteria helps students self-assess and move forward.	Agree Disagree
Agree Disagree	9. After giving students feedback, it is their responsibility to act on it during their own time and make the necessary corrections.	Agree Disagree
Agree Disagree	10. Collecting evidence of students learning does not need to happen often, but should occur once before a summative assessment.	Agree Disagree