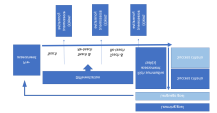


THE LEARNING AND TEACHING MODEL

Observable Success Criteria



Learning Goals					
Learning goals are visible to students every day in my classroom.	1	2	3	4	5
Daily lessons are connected to the learning goal.	1	2	3	4	5
Learning goals are written in student friendly language.	1	2	3	4	5
Learning goals describe what the students will be learning, not doing.	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Summative Assessment Tasks					
Summative assessment tasks are open-ended- so all students can achieve success.	1	2	3	4	5
Summative assessment tasks are real-life or life like in nature.	1	2	3	4	5
Summative assessment tasks are aligned with student interest.	1	2	3	4	5
Summative assessment tasks are complex- there are different connected parts	1	2	3	4	5
Summative assessment tasks are ground-breaking- they require new, creative ideas to solve.	1	2	3	4	5
	1	2	3	4	5
Success Criteria					
Success criteria are written in clear and concise, student-friendly language.	1	2	3	4	5
Success criteria are specific and observable.	1	2	3	4	5
Success criteria are aligned with learning goal and summative assessment.	1	2	3	4	5
I demonstrate success criteria to students using concrete examples.	1	2	3	4	5
Success criteria are visible to students every day.	1	2	3	4	5
Daily lessons are connected to the success criteria.	1	2	3	4	5
	1	2	3	4	5
Data Walls					
Data walls are updated every week.	1	2	3	4	5
Evidence of student learning is collected in every lesson to update data walls.	1	2	3	4	5
Learning groups are constructed using data from the data walls.	1	2	3	4	5
My teaching plan is adapted based on information from my data wall.	1	2	3	4	5
	1	2	3	4	5

THE LEARNING AND TEACHING MODEL

Observable Success Criteria



Pre-assessment Tasks					
Pre-assessment tasks take place before instruction in the new unit of work begins.	1	2	3	4	5
Pre-assessment tasks are activity based.	1	2	3	4	5
I use data from pre-assessment tasks to plan my teaching schedule.	1	2	3	4	5
I update the data wall using information from pre-assessment tasks.	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Formative Assessment Tasks					
I use a range of different formative assessment tasks	1	2	3	4	5
I use information from different formative assessment tasks to update my data wall.	1	2	3	4	5
I collect formative assessment information in every lesson	1	2	3	4	5
I provide feedback to students based on formative assessment tasks.	1	2	3	4	5
I adapt my teaching plan based on information from formative assessment tasks.	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Differentiated Teaching					
Information from my data wall helps me to group students for different learning activities.	1	2	3	4	5
Learning groups of students change regularly based on lesson focus and information on my data wall.	1	2	3	4	5
All learning groups are offered challenge and/or practice depending on the groups' needs.	1	2	3	4	5
It is natural to see me teaching one of the groups based on identified learning need.	1	2	3	4	5
	1	2	3	4	5

My Action Plan