

Use this document as a reference tool for quick access. The information within this document is the information presented in the Intentional Assessment Design series.

## Learning Goals:

- A lesson's worth of content from the standards

Could be focused on:

- Learning a new concept/skill/analytic practice
- Building on/extending concept/skill to deepen it
- Applying a concept/skill/analytic practice to a new context
- Considers DOK level (should include all levels)
- Begin with verbs like **Know, Develop, Become fluent, Apply, Understand, or Extend.**

## Success Criteria

- Illustrate the expected learning (what students will say, do, make or write)
- Closely linked to the learning goal
- Begin with verbs like: **Explain, Represent, Describe, Justify, Create, Model, Use, Distinguish, Support**

## Eliciting Evidence

- Engage in a learning event or activity that **prompts and generates evidence of learning.** Evidence should be tightly aligned to the learning goals and guided by success criteria.
- Consider student needs, interests, and learning styles when deciding how to elicit evidence so that students can **demonstrate their understanding in different ways** to meet the success criteria. Use multiple sources of evidence to draw accurate conclusions about student learning.
- Elicit the evidence of learning **WHILE** it is happening to use feedback strategies to move the learner forward.

## Feedback

- Teachers carefully gauge when feedback is needed to promote learning
- Teachers allow time for, and students can independently act on, feedback to improve their learning
- Feedback takes place as a conversation or open-ended questions
- Teachers check the adequacy of the feedback with the students.
- Peers can provide feedback using the success criteria

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