

Prerequisites to Accurate Self-assessment and Meaningful Goal Setting

Teachers: To what extent is each of these prerequisites in place in the classes you teach?

Instructional coaches and administrators: To what extent is each of these prerequisites in place in classrooms in your school or district?

Prerequisite	All of the time	Some of the time	Not Yet
1. Students have a clear vision of the learning targets. Targets are communicated to them in language they understand. Rubrics are designed to function as effective feedback about level of quality and are written in language students can understand.			
2. Instruction centers on the learning targets.			
3. Assignments and assessments align directly with the intended learning and instruction provided.			
4. Students have practice evaluating anonymous work samples, e.g., differentiating between strong and weak work, identifying problems with correctness or quality, flaws in reasoning, and misconceptions.			
5. Students receive feedback during the learning, pointing out strengths and offering guidance on improvement. Students have opportunities to act on the feedback before the graded event.			
6. Assignments and assessments are designed so that students can interpret the results in terms of the intended learning. The results function as effective feedback.			
7. Students have practice offering each other effective feedback.			

Which of these prerequisites is your highest priority to address?