

Goal Tracker Detectives: Naming My Learning Moves - Assessment

Students name, track, and adapt their own learning moves using a mid-task checkpoint tracker.

Lesson shape

- MINDS ON - 15 min (33%)
- ACTION - 20 min (44%)
- CONSOLIDATION - 10 min (22%)

Ontario Curriculum Expectations

- Student Agency and Engagement - A1.2 - explain how transferable skills help express voice, engage in learning, and plan next steps

Assessment - What to Look For

Carry this while students work. The success criteria say what good looks like, the guiding questions probe for it, and the look-fors are where to watch for it. You decide what and how to assess - this sheet surfaces the opportunities, it doesn't prescribe.

☑ SUCCESS CRITERIA

- I can name at least one "learning move" I used today and explain how it helped me.
- I can check my progress partway through a task and decide if my plan is working.
- I can point to a specific moment where I changed my strategy because my first plan wasn't working. (monitor own progress and adapt strategies)
- I can explain, in my own words, how noticing and naming my learning moves helps me plan what I'll try next time. (monitor own progress and adapt strategies)

GUIDING QUESTIONS

- What is one moment today where you noticed your plan wasn't working?
- How did you decide whether to keep going or change your strategy?
- What's the difference between "monitoring" your progress and just checking if you're "done"?
- How might checking in partway through a task help you in a subject other than today's?

OBSERVATION CHECKLIST

- Can the student name a SPECIFIC learning move (not a vague statement) from their own work?
- Does the student's tracker show evidence of an actual checkpoint pause, not just a completed task?
- Can the student articulate WHY they adapted their strategy, not just THAT they did?
- Does the student connect today's move to a different subject or future task unprompted?
- Is the student's exit ticket self-assessment consistent with what you observed during circulating?