

Goal Tracker Detectives: Naming My Learning Moves

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%)

☆ Learning Goals (WALT)

- **WALT 1 - Curriculum:** We are learning to explain how the moves we use as learners - like planning, checking in, and asking for help - show our voice, help us engage, and help us plan what to do next.
- **WALT 2 - Transferable Skill:** We are learning to monitor our own progress on a task and adapt our strategy when something isn't working (Self-Directed Learning).

☑ 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)

Ontario Curriculum Expectations

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

Transferable Skill Focus & Ontario Learning Skills Connection

The transferable skill driving this lesson is Self-Directed Learning, with a tight focus on one specific facet: monitoring your own progress and adapting your strategies when they aren't working. This connects directly to the Ontario Learning Skill of Self-Regulation - specifically the observable behaviours of setting goals and monitoring progress toward them, and persevering and adjusting when things get hard. When you report on this lesson, use evidence from the mid-task check-in and the strategy-swap moment as your look-fors for Self-Regulation.

Career Connection

Project managers, athletes, and video game designers all build in "checkpoints" - moments where they stop, look at how things are going, and change their plan if it isn't working. A software developer testing an app doesn't just build it once and hope; they check progress constantly and pivot when something breaks. Post-secondary pathway note: this exact skill - monitoring and adapting - is what apprenticeship programs and co-op placements explicitly coach students to build before they ever set foot in a workplace.

Overview

Students learn to name and track their own "learning moves" - the small decisions they make while working (like re-reading instructions, asking a peer, or changing an approach). Using a simple two-column tracker, they read a short passage about a real young athlete who had to monitor and adapt her own training plan, then apply that same thinking to a short task of their own - checking in at the midpoint and practising adapting their strategy if their first plan isn't working.

Anticipated Misconceptions with Fixes

- Misconception: Students think "monitoring progress" only means checking if they're "done" or "not done." Fix: Explicitly model that monitoring also means checking HOW WELL something is going - quality, not just completion. Use the phrase "done ≠ good" during modelling.
- Misconception: Students believe changing their strategy partway through means they "failed" or did something wrong. Fix: Reframe explicitly: "Adapting your strategy is what strong learners do - it's a sign of skill, not a mistake." Name a real example (an athlete adjusting a play) before

students start.

- Misconception: Students confuse "adapting a strategy" with "giving up and starting something totally different." Fix: Clarify with a concrete example: adapting means tweaking your approach (e.g., switching from silent reading to reading aloud), not abandoning the task altogether.

Teacher Moves + Checks for Understanding

TEACHER DOES	LISTEN / LOOK FOR
Opens with the Self-Regulation state check-in (Traffic Light) before naming the WALT.	Are students honestly self-reporting, or just picking green to move on quickly?
Reads aloud (or has students read) the passage "The Checkpoint" and pauses to name the moments where the runner monitors and adapts.	Do students notice the specific moments in the text before being told?
Distributes the Goal Tracker and explains the two columns (Plan / What Actually Happened).	Are students clear on the difference between the two columns before starting?
Circulates during independent work, pausing at the 8-minute mark to prompt a checkpoint.	Can students articulate, when asked, whether their current plan is working?
Facilitates the small-group share after individual tracking.	Are students naming SPECIFIC learning moves, not vague statements like "I did good"?
Leads the whole-class synthesis connecting individual moves to the Self-Directed Learning WALT.	Do students connect their personal experience back to the skill language (monitor, adapt)?
Closes with the personal regulation toolkit update instead of a content recap.	Does each student name ONE specific tool they'll reuse, tied to today's evidence?

Running the Lesson

NOTE This lesson uses Reflective Questions as its primary question delivery mode (Layer 3 - Self-Directed Learning), because students need to look back at what they just tried and pull out what worked - which fits a short, single-task lesson better than goal-setting or planning questions would at this stage of the unit.

The core strategies today are Goal-Progress Monitoring Charts (Category C - Reflection and Metacognition, mandatory) paired with Self-Paced Checkpoints (Category B - Planning and Organization). Together they give students both a visible artifact for their thinking AND a structured pause built into the task itself - which is exactly what "monitor and adapt" requires.

PART 1 - STATE CHECK-IN AND NAMING THE SKILL (5 MIN) [MINDS ON]

Today we're practising Self-Directed Learning - specifically, checking in on how our own learning is going partway through a task, and changing our plan if it isn't working. We're going to use a short reading and a short task as our training ground for that exact move.

1. Display the Traffic Light Self-Assessment (Red/Yellow/Green: "How ready do I feel to try something today?"). Students show a thumbs signal or write their colour on a mini whiteboard.
2. Say: "Today isn't really about the reading or the task we're going to do - it's about noticing HOW you work through them. Every strong learner checks in on their own progress and changes their plan when it's not working. That's the move we're building today."
3. Introduce the two WALT statements and have students paraphrase the Transferable Skill WALT to a shoulder partner in their own words.

TEACHER MOVE Say explicitly, "Changing your plan partway through isn't a mistake - it's what skilled learners do on purpose."

LISTEN FOR language that shows students already associate "checking in" with something other than just finishing.

PART 2 - SHARED READING AND TEACHER THINK-ALoud (10 MIN) [MINDS ON]

1. Distribute the reading handout "The Checkpoint." Read it aloud together, or have students read silently, then discuss.
2. Pause after the first half to ask: "What was Amara's first plan? What made her realize it wasn't working?"
3. Pause again near the end to ask: "What did she change? How is that different from giving up?"
4. Think aloud OUT LOUD, connecting the reading to a sample word-riddle task: "My first plan is to guess based on the first clue... okay, that's not fitting the second clue, so I need to adapt - just like Amara did - I'm going to reread all four clues together instead of one at a time."
5. Explicitly label each move as you make it: "That was a checkpoint - I stopped to check if my plan was working." / "That was an adaptation - I changed my strategy."
6. Distribute the Goal Tracker: My Learning Moves worksheet. Walk through the two columns together: "My Plan" and "What Actually Happened (and what I changed)."

TEACHER MOVE Deliberately choose a strategy that visibly won't work at first during the riddle demo, so the adaptation moment is unmistakable to students.

WATCH FOR students who want to jump straight to "the right answer" instead of watching the thinking process - redirect their attention to the moves, not the solution.

PART 3 - INDIVIDUAL TASK WITH A BUILT-IN CHECKPOINT (12 MIN) [ACTION]

Students work individually on a short logic/word task (a set of riddles or a short multi-step puzzle appropriate for Grade 6). This is a Self-Paced Checkpoint structure: the task is broken into two chunks with a mandatory pause between them.

1. (5 min) Students attempt Chunk 1 of the task independently, recording their initial plan on the Goal Tracker.
2. CHECKPOINT (2 min): Stop the whole class. Ask: "Is your plan working so far? Rate it 1-4. If it's a 1 or 2, what's ONE thing you could change?" Students write their checkpoint rating and one adaptation idea directly on the tracker.
3. (5 min) Students continue into Chunk 2, applying their adapted (or continued) strategy, and finish recording their tracker.

TEACHER MOVE During the checkpoint, say: "This is the exact moment we're building today - noticing if your plan is working, and deciding on purpose whether to keep going or change something, just like Amara did."

TIP Resist rescuing students who are stuck at the checkpoint - let the productive discomfort sit for a few seconds before offering a prompt.

LISTEN FOR specific adaptation language ("I switched to..." / "I started over with...") rather than vague statements ("I tried harder").

PART 4 - SMALL GROUP SHARE, THEN WHOLE CLASS SYNTHESIS (8 MIN) [ACTION]

Stage 1 (Individual) already happened in Part 3 - every student has their own tracker filled in before this stage begins.

Stage 2 (Small Group): In trios, students take turns sharing ONE learning move from their tracker and explaining how it helped (or how adapting helped). Each trio identifies the ONE most useful move shared in their group.

Stage 3 (Whole Class): Each trio reports their one chosen move to the class. The teacher records these on a running class chart of "Learning Moves That Work," organized loosely by "Monitoring moves" and "Adapting moves."

TEACHER MOVE Name the move when a student shares it well: "Jayden, noticing your plan wasn't working and switching strategies mid-task - that's exactly what adapting looks like."

WATCH FOR students describing WHAT they did versus WHY it helped - push for the "why" with a quick follow-up question.

PART 5 - TOOLKIT CLOSE AND EXIT TICKET (10 MIN) [CONSOLIDATION]

1. Distribute the Exit Ticket. Students complete it individually.
2. Students add ONE tool from today (a specific learning move) to a running personal "Regulation Toolkit" page in their notebook, with a one-sentence note on when they'll use it again.
3. Close with: "Next time you're stuck on ANY task in ANY subject, come back to this move: check your progress, and be willing to change your plan - just like Amara did. That's a move you now own."

TEACHER MOVE Make the closing move explicit and content-agnostic - remind students this applies far beyond today's puzzle.

NOTE This closing step replaces a content summary on purpose - the personal toolkit update IS the consolidation for a Self-Directed Learning lesson.

Transition Language

- Part 1 -> Part 2: "Now that you've named how ready you feel, let's read about someone who used this exact move - and then watch what it looks like in action."
- Part 2 -> Part 3: "You've seen it in the reading and in my example - now it's your turn to notice your own moves."
- Part 3 -> Part 4: "Trackers down. Let's hear what worked for different people in the room."
- Part 4 -> Part 5: "Before we go, let's lock in one move you'll carry with you."

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?

Differentiation - Three Pathways

SUPPORT	ON GRADE	EXTENSION
● Provide a pre-filled sentence-starter version of the Goal Tracker ("My plan was to... / At the checkpoint, I noticed... / So I decided to..."). ● Reduce the task to a single chunk with one checkpoint instead of two, and give a visual (traffic light icons) to support the 1-4 rating. ● Pair with a peer buddy for the small-group share stage so the student rehearses their move verbally before speaking to the trio. Read the passage aloud together rather than independently.	● Use the two-chunk task and full tracker as designed. ● Encourage students to use both vocabulary terms ("monitor" and "adapt") explicitly in their trio share. ● Offer a quiet corner or standing option for students who focus better with a change of physical space during independent work (engagement).	● Challenge students to track TWO different learning moves across the task instead of one, comparing which was more useful and why. ● Ask students to design a checkpoint question they could use on a completely different type of task (e.g., a math problem or a piece of writing) and justify why it would work. ● Invite early finishers to co-facilitate the whole-class synthesis by helping sort classmates' shared moves into "monitoring" vs. "adapting" categories or to write a short alternate ending to "The Checkpoint" where Amara chooses NOT to adapt.

Extension

Students who finish early design their own "Checkpoint Question" that they could reuse on a completely different kind of task (a math problem, a piece of writing, a science experiment) and justify in one or two sentences why that checkpoint question would help a learner notice if their plan is working.

Goal Tracker Detectives: Naming My Learning Moves

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

Part 1 - State Check-In and Naming the Skill (5 min)

TEACHER MOVES

Display the Traffic Light Self-Assessment before saying anything about content. Have students signal their colour. Introduce both WALT statements and have students paraphrase the Transferable Skill WALT to a partner.

CURRICULUM

- * Listen for: students beginning to connect "checking in on my work" to their own voice or way of explaining things, even loosely.

LEARNING SKILLS

- * Watch for: honest self-reporting on the Traffic Light rather than an automatic "green" (Self-Regulation).

TRANSFERABLE SKILL

- * Listen for: any spontaneous mention of "checking" or "changing my mind" during the partner paraphrase.
- * Watch for: students who seem unsure what "monitor" means yet - flag for extra modelling emphasis in Part 2.

LEARNING GOAL CONNECTION

This step develops "I can check my progress partway through a task and decide if my plan is working" because naming the skill explicitly before the task primes students to notice the moment when it happens.

IF YOU SEE... (ANTICIPATED MISCONCEPTION)

If you see students picking "green" automatically without real reflection, try saying, "There's no wrong colour here - I actually want to know the truth, because that's the whole skill we're practising today."

Part 2 - Shared Reading and Teacher Think-Aloud (10 min)

TEACHER MOVES

Distribute "The Checkpoint" and read it together, pausing at the two marked spots to ask what Amara's plan was and what she changed. Display a sample 4-clue riddle and narrate your own thinking out loud, deliberately choosing a first strategy that won't quite work, then visibly adapt. Distribute and walk through the Goal Tracker's two columns.

CURRICULUM

- * Listen for: students noticing that the reading's narration models a specific way of explaining thinking, not just an outcome.

LEARNING SKILLS

- * Watch for: students tracking the moment Amara changes strategy, not just whether she finishes the race (Self-Regulation).

TRANSFERABLE SKILL

- * Listen for: students echoing back labelled language ("checkpoint," "adapt") when you ask them to summarize what happened in the story and in your riddle demo.
- * Watch for: students who jump ahead trying to solve the riddle instead of watching your process.

LEARNING GOAL CONNECTION

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This step develops "I can point to a specific moment where I changed my strategy because my first plan wasn't working" because students need a concrete story example plus a visible teacher example before they can find that same moment in their own thinking.

IF YOU SEE... (ANTICIPATED MISCONCEPTION)

If you see students treating Amara's or your strategy change as a mistake, try saying, "This wasn't a mistake - this was doing exactly what strong learners do on purpose. Watch it again."

Part 3 - Individual Task with a Built-In Checkpoint (12 min)

TEACHER MOVES

Students work Chunk 1 independently, recording their plan. Stop the whole class for a 2-minute mandatory checkpoint. Students rate their plan 1-4 and name one possible change. Students continue into Chunk 2 applying their adapted or continued strategy.

CURRICULUM

- * Listen for: students describing their plan using their own words rather than copying a sentence starter verbatim.

LEARNING SKILLS

- * Watch for: students who genuinely pause and reconsider at the checkpoint versus students who write something quickly just to move on (Self-Regulation).

TRANSFERABLE SKILL

- * Listen for: specific adaptation language ("I switched to..." / "I started over with...") during circulating.
- * Watch for: a visible written checkpoint rating AND a specific next step on the tracker, not just a number.
- * Listen for: at least one student naming a plan that ISN'T working and explaining why they're keeping it anyway (a valid form of monitoring too).

LEARNING GOAL CONNECTION

This step develops "I can check my progress partway through a task and decide if my plan is working" because the mandatory checkpoint forces the monitoring moment to happen rather than leaving it optional.

IF YOU SEE... (ANTICIPATED MISCONCEPTION)

If you see a student stuck and silent at the checkpoint, unsure what to write, try saying, "You don't need the right answer - just tell me: is it going okay, or not? That's enough to start."

Part 4 - Small Group Share, Then Whole Class Synthesis (8 min)

TEACHER MOVES

Form trios. Each student shares one learning move from their tracker and explains how it helped. Trios select their one most useful shared move. Collect these on a running class chart sorted into "Monitoring moves" and "Adapting moves."

CURRICULUM

- * Listen for: students explaining their move in a way that reflects their OWN voice and reasoning, not a copied phrase.

LEARNING SKILLS

- * Watch for: students building on a peer's shared move respectfully rather than only waiting for their own turn.

TRANSFERABLE SKILL

- * Listen for: the "why" behind a shared move, not just the "what."
- * Watch for: trios genuinely debating which move was most useful rather than picking the first one mentioned.
- * Listen for: vocabulary from today ("monitor," "adapt," "checkpoint") surfacing naturally in student explanations.

LEARNING GOAL CONNECTION

This step develops "I can name at least one learning move I used today and explain how it helped me" because verbalizing the move to peers forces students to move from vague awareness to a specific, explainable strategy.

IF YOU SEE... (ANTICIPATED MISCONCEPTION)

If you see a trio sharing only WHAT they did ("I reread the clues") without the WHY, try asking, "And what happened because you did that? Add that part."

Part 5 - Toolkit Close and Exit Ticket (10 min)

TEACHER MOVES

Distribute the exit ticket for individual completion. Have students add one specific tool to a running personal Regulation Toolkit page with a note on when they'll reuse it. Close with an explicit, content-agnostic reminder.

CURRICULUM

- * Listen for: students connecting today's move to their own ongoing "voice" as a learner, not just to this one task.

LEARNING SKILLS

- * Watch for: the specificity of the toolkit entry - a vague "try harder" entry signals the skill hasn't landed yet (Self-Regulation).

TRANSFERABLE SKILL

- * Listen for: students naming a DIFFERENT subject or context where they'd reuse today's move on the exit ticket.
- * Watch for: consistency between what a student wrote on their tracker and what they report on the exit ticket.

LEARNING GOAL CONNECTION

This step develops "I can explain, in my own words, how noticing and naming my learning moves helps me plan what I'll try next time" because the toolkit entry requires forward-looking, personal application rather than a summary of today's content.

IF YOU SEE... (ANTICIPATED MISCONCEPTION)

If you see a student write a generic toolkit entry like "try harder next time," try saying, "That's not specific enough to reuse - what EXACTLY will you do differently? Name the move."

OPTIONAL APPENDIX

Sample Teacher Talk (Optional)

These moves work in your own words. If you're stuck or want a model for any step, sample wording is below - use it as a starting point, not a script.

Part 1 - State Check-In and Naming the Skill (5 min)

"Today isn't really about the reading or the task we're about to do - it's about noticing HOW you work through them. Every strong learner checks in on their own progress partway through, and changes their plan if it's not working. That's the exact move we're building today. Turn to your partner and tell them, in your own words, what you think 'monitor and adapt' means." "Now that you've named how ready you feel, let's read about someone who used this exact move."

Part 2 - Shared Reading and Teacher Think-Aloud (10 min)

"What was Amara's first plan? What made her realize it wasn't working?" "My first plan for this riddle is to guess based on the first clue... hmm, that's not fitting the second clue at all. Okay - I need to adapt, just like Amara did. I'm going to reread all four clues together instead of one at a time. That pause I just did? That was a checkpoint. Switching my approach? That was an adaptation." "You've seen it in the reading and in my example - now it's your turn to notice your own moves."

Part 3 - Individual Task with a Built-In Checkpoint (12 min)

"Is your plan working so far? Rate it 1 to 4 right now on your tracker. If it's a 1 or a 2, write down ONE thing you could try differently." While circulating, ask: "What told you your plan was or wasn't working?" "Trackers down. Let's hear what worked for different people in the room."

Part 4 - Small Group Share, Then Whole Class Synthesis (8 min)

"In your trio, each person shares one learning move from your tracker, and tells your group how it helped. Then as a group, pick the ONE move you think was most useful - you'll report that one out." "Jayden, noticing your plan wasn't working and switching strategies mid-task - that's exactly what adapting looks like." "Before we go, let's lock in one move you'll carry with you."

Part 5 - Toolkit Close and Exit Ticket (10 min)

"Add one move from today to your Regulation Toolkit page - and write one sentence about when you'll use it again." "Next time you're stuck on any task, in any subject, come back to this: check your progress, and be willing to change your plan, just like Amara did. That's a move you now own."

The Checkpoint

From: Goal Tracker Detectives: Naming My Learning Moves

Amara had exactly six weeks before the regional cross-country meet, and she had a plan. Every morning before school, she would run the same 5-kilometre loop around Cedar Ridge as fast as she could, timing herself with her dad's old stopwatch. Her goal was simple: get faster every single week. If she just pushed harder each time, she reasoned, her times would keep dropping until the meet.

For the first two weeks, the plan seemed to be working. Her times dropped from twenty-eight minutes to twenty-six, and then to twenty-four. She felt proud crossing her own imaginary finish line every morning, checking the stopwatch, and writing the number in a little notebook she kept on her dresser.

Then something changed. In week three, her time crept up to twenty-five minutes. She told herself it was just an off day and pushed even harder the next morning - sprinting the first kilometre instead of pacing herself. Her time that day was worse: twenty-six minutes, and her legs felt like lead by the final stretch. The same thing happened the day after that, and the day after that. By the end of week three, she was slower than she'd been in week one, and her knees had started to ache.

Amara almost quit right there. It would have been easy to decide she just wasn't a fast runner, or that the whole plan had been pointless from the start. Instead, she did something different. She sat down with her notebook and actually looked at the numbers instead of just adding to them. She noticed a pattern: her times had gotten worse exactly when she'd started sprinting the first kilometre every day. She was tiring herself out too early, and her body never fully recovered between runs.

That was her checkpoint moment. She wasn't just running anymore - she was checking in on how the running was actually going, and being honest with herself about what the numbers were telling her.

So Amara adapted her plan. Instead of running all-out every single morning, she built in two easier recovery days each week, running at a relaxed pace on Tuesdays and Thursdays. On the other days, she paced herself evenly across the whole loop instead of sprinting the start. She kept writing her times in the notebook, but now she also wrote one sentence each day about how her body felt.

Her times didn't drop right away. In fact, the first week of her new plan, she was still slower than her personal best. But by week five, something shifted. Her recovery days meant her legs weren't constantly exhausted, and her even pacing meant she had energy left for the final kilometre instead of running out of steam. She set a new personal best in week five, and beat it again in week six - three days before the meet.

At the regional meet, Amara didn't win. But she ran her best time of the whole season, and she crossed the finish line still standing tall instead of collapsing from exhaustion like she had in week three. Afterward, her coach asked her what had made the biggest difference over the six weeks. Amara thought about it for a second.

"I stopped just running," she said, "and started actually monitoring how the running was going. Once I noticed my plan wasn't working, I had to adapt it - even though that felt scary, like I was giving up on my original plan. But changing my strategy partway through wasn't giving up. It was the smartest thing I did all season."

WORDS TO KNOW

- Monitor - to check in on how something is going while it's happening, not just at the end.
- Adapt - to change your plan or approach because your first one isn't working the way you hoped.
- Strategy - a plan or approach you choose to solve a problem or complete a task.
- Checkpoint - a planned pause to check how things are going before continuing.
- Progress - how far along you are toward finishing or understanding something.

Goal Tracker - My Learning Moves

From: Goal Tracker Detectives: Naming My Learning Moves

Name: _____ Date: _____

Goal Tracker: My Learning Moves

Use this tracker while you work on today's task. Fill it in as you go - don't wait until the end.

CHUNK 1

My plan: What are you going to try first?

CHECKPOINT - STOP AND CHECK IN!

How well is my plan working? Circle a number.

1 - not working at all 2 - kind of working 3 - working well 4 - working great, I can explain why

If you circled 1 or 2 - what is ONE thing you could change?

CHUNK 2

What did you actually do? (Did you keep your plan, or change it? Be specific.)

Did you adapt your strategy, like Amara did? If yes, what did you change and why?

WRAP-UP THINKING

Name ONE learning move you used today (checking in, changing your plan, asking for help, rereading, etc.):

How did that move help you?

Exit Ticket

From: Goal Tracker Detectives: Naming My Learning Moves

Name: _____ Date: _____

🕒 Exit Ticket - Self-Directed Learning

1. Name one learning move you used today. What did you do, specifically?

2. Rate how well you monitored your progress today. Circle one.

1 - I need more practice with this 2 - I am starting to get this 3 - I can do this 4 - I can do this
and explain it to someone else

3. Describe one moment where you adapted your strategy because your first plan wasn't working.

4. Self-Directed Learning reflection: Where else - in another subject or outside school - could you use "monitor and adapt" as a move? Be specific.

My Regulation Toolkit

From: Goal Tracker Detectives: Naming My Learning Moves

Name: _____

Date: _____

Keep adding to this page every time you learn a new move that helps you monitor your progress or adapt your strategy.

MOVE I LEARNED	WHAT IT MEANS TO ME	WHEN I'LL USE IT AGAIN
Today's move:		

Today's specific move (from this lesson):

One sentence - when will I use this again?

Goal Tracker Detectives: Naming My Learning Moves - Report Card Language

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Report Card Language

CURRICULUM EXPECTATION - LANGUAGE: LITERACY CONNECTIONS AND APPLICATIONS

LEVEL 4 - EXCELLENT

[Student] explains, with a thorough understanding, how the learning moves [he/she] uses reflect [his/her] voice, deepen [his/her] engagement, and directly shape [his/her] next steps as a learner.

LEVEL 3 - GOOD

[Student] explains, with a considerable understanding, how [his/her] learning moves show [his/her] voice, support [his/her] engagement, and help [him/her] plan next steps.

LEVEL 2 - SATISFACTORY

[Student] explains, with some understanding, how a learning move connects to [his/her] engagement or next steps, though the connection to voice is not yet clear.

LEVEL 1 - NEEDS IMPROVEMENT

[Student] identifies a learning move with limited understanding of how it connects to voice, engagement, or next steps; continued modelling and guided questioning will support this connection.

TRANSFERABLE SKILL - SELF-DIRECTED LEARNING**LEVEL 4 - EXCELLENT**

[Student] independently monitors [his/her] progress at multiple points during a task and adapts [his/her] strategy thoughtfully, explaining with clarity why the change was needed.

LEVEL 3 - GOOD

[Student] monitors [his/her] progress at the checkpoint and adapts [his/her] strategy when needed, explaining [his/her] thinking with considerable clarity.

LEVEL 2 - SATISFACTORY

[Student] monitors [his/her] progress with some prompting and attempts to adapt [his/her] strategy, though the connection between the two is not always clear.

LEVEL 1 - NEEDS IMPROVEMENT

[Student] requires significant prompting to check [his/her] progress during a task; a visual checkpoint cue and one-on-one conferencing will support [his/her] next steps.

LEARNING SKILL - SELF-REGULATION**EXCELLENT (E)**

[Student] consistently sets a plan, monitors [his/her] own progress without reminders, and adjusts [his/her] approach independently when [he/she] recognizes a strategy is not working.

GOOD (G)

[Student] monitors [his/her] progress at checkpoints and adjusts [his/her] approach with minimal support, showing developing independence in self-regulation.

SATISFACTORY (S)

[Student] monitors [his/her] progress when prompted and adjusts [his/her] approach with support from the teacher or a peer.

NEEDS IMPROVEMENT (N)

[Student] requires ongoing prompting and one-on-one support to check [his/her] progress and to consider changing [his/her] approach during a task.

Goal Tracker Detectives: Naming My Learning Moves - Assessment

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

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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?