

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

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

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.