

Question	Teacher's Role	Student's Role
Where am I going?	<ul style="list-style-type: none"> ▪ Give students clear statements of the performance indicators and learning targets ▪ Unpack performance indicators and learning targets with students ▪ Share exemplars of student work 	<ul style="list-style-type: none"> ▪ Put learning targets and indicators in my own words ▪ Create my own definitions of quality work (ideally using scoring criteria and exemplars) ▪ Consider what I know and can do based on these targets and indicators
Where am I now?	<ul style="list-style-type: none"> ▪ Pre-assess student knowledge & skills ▪ Give students specific, descriptive feedback 	Reflect: <ul style="list-style-type: none"> ▪ What are my strengths? ▪ What do I need to work on?
How do I close the gap?	<ul style="list-style-type: none"> ▪ Help students self-assess and set goals ▪ Limit feedback to the amount of advice a student can act upon ▪ Deliver nonjudgmental feedback within an environment that celebrates mistakes as learning opportunities ▪ Design learning opportunities to focus on one learning target or aspect of quality at a time ▪ Differentiate learning opportunities to meet varying student needs 	<ul style="list-style-type: none"> ▪ Set measurable, attainable goals ▪ Respond to feedback ▪ Use mistakes as learning opportunities ▪ Expect to make multiple attempts and don't give up ▪ Embrace a variety of learning opportunities