

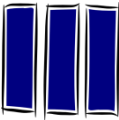
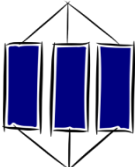
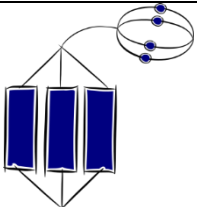


Purposeful Assessment: Learning Intentions					
<p>Learning intentions</p> <p><i>BES # 10. Teachers and students engage constructively in goal-oriented assessment. .Alton-Lee 2003 BES</i></p> <p><i>Teachers and students have clear information about learning outcomes.</i></p> <p><i>Students have a strong sense of involvement in the process of setting specific learning goals.</i></p>	<p>I know that explicit, proximal, hierarchical learning intentions can provide clear information about learning outcomes but I am not confident I know how to create clear learning intentions in terms of my classroom practice.</p>	<p>I create explicit learning intentions to provide clear information about learning outcomes in terms of my classroom practice</p>	<p>I create explicit, proximal hierarchical learning intentions to provide clear information about learning outcomes in terms of my classroom practice</p>	<p>I create explicit, proximal hierarchical learning intentions to provide clear information about SOLO Taxonomy coded learning outcomes in terms of my classroom practice. I involve students in the co-creation of these learning intentions.</p>	<p>I create explicit, proximal hierarchical learning intentions to provide clear information about SOLO Taxonomy coded learning outcomes in terms of my classroom practice. I involve students in the co-creation of these learning intentions.</p> <p>I use student learning outcomes and seek student feedback to improve the clarity and effectiveness of these learning intentions.</p>
Example					
Effective strategy					