

FREE • SELF-ASSESSMENT

STUDENT LEARNING TRACKER

Name the skill. Show your evidence.

STUDENT PAGE

COMPLETED EXAMPLE

STUDENT REFLECTION

My Learning Tracker

Name: _____ Date: _____

Our learning target

At each check-in, name a skill, circle where you are, and show evidence.

Check-in 1 Date: _____

Today I can _____

Circle one: I need help / I am practicing / I can do it / I can explain it

My evidence: _____

Next step: _____

Teacher feedback: _____

Check-in 2 Date: _____

Today I can _____

Circle one: I need help / I am practicing / I can do it / I can explain it

My evidence: _____

Next step: _____

Teacher feedback: _____

Check-in 3 Date: _____

Today I can _____

Circle one: I need help / I am practicing / I can do it / I can explain it

My evidence: _____

Next step: _____

Teacher feedback: _____

Pole Mountain Learning | Learning Target Student Self-Assessment Tracker 2

COMPLETED EXAMPLE

My Learning Tracker

Name: Jordan (fictional example) Date: October 5

Our learning target

I can show equal groups and explain a multiplication equation.

At each check-in, name a skill, circle where you are, and show evidence.

Check-in 1 Date: Oct 5

Today I can show equal groups

Circle one: I need help / I am practicing / I can do it / I can explain it

My choice: I need help

My evidence: I drew 4 groups, but put a different number in each group.

Next step: Make 4 groups with 3 counters in each.

Teacher feedback: Check that every group has the same number.

Check-in 2 Date: Oct 6

Today I can match a drawing to an equation

Circle one: I need help / I am practicing / I can do it / I can explain it

My choice: I can do it

My evidence: My drawing shows 4 groups of 3. I wrote $4 \times 3 = 12$.

Next step: Explain what each number means.

Teacher feedback: Your groups match. Explain the 4 and the 3.

Check-in 3 Date: Oct 7

Today I can explain what my equation means

Circle one: I need help / I am practicing / I can do it / I can explain it

My choice: I can explain it

My evidence: The 4 is the number of groups. The 3 is how many in each.

Next step: Try a new equal-groups problem.

Teacher feedback: Use the same explanation with your new drawing.

Pole Mountain Learning | Learning Target Student Self-Assessment Tracker 3

Printable PDF + editable Word page

Student page • Fictional example • Teacher guide



Learning Target Student Self-Assessment Tracker

Name the skill • Show evidence • Choose a next step

4-page PDF + editable student Word page

My Learning Tracker

Name: _____ Date: _____

Our learning target

At each check-in, name a skill, circle where you are, and show evidence.

Check-in 1

Date: _____

Today I can _____

Circle one: I need help / I am practicing / I can do it / I can explain it

My evidence: _____

Next step: _____

Teacher feedback: _____

Check-in 2

Date: _____

Today I can _____

Circle one: I need help / I am practicing / I can do it / I can explain it

My evidence: _____

Next step: _____

Teacher feedback: _____

Check-in 3

Date: _____

Today I can _____

Circle one: I need help / I am practicing / I can do it / I can explain it

My evidence: _____

Next step: _____

Teacher feedback: _____

My Learning Tracker

Name: Jordan (fictional example) Date: October 5

Our learning target

I can show equal groups and explain a multiplication equation.

At each check-in, name a skill, circle where you are, and show evidence.

Check-in 1

Date: Oct 5

Today I can show equal groups

Circle one: I need help / I am practicing / I can do it / I can explain it

My choice: I need help

My evidence: I drew 4 groups, but put a different number in each group.

Next step: Make 4 groups with 3 counters in each.

Teacher feedback: Check that every group has the same number.

Check-in 2

Date: Oct 6

Today I can match a drawing to an equation

Circle one: I need help / I am practicing / I can do it / I can explain it

My choice: I can do it

My evidence: My drawing shows 4 groups of 3. I wrote $4 \times 3 = 12$.

Next step: Explain what each number means.

Teacher feedback: Your groups match. Explain the 4 and the 3.

Check-in 3

Date: Oct 7

Today I can explain what my equation means

Circle one: I need help / I am practicing / I can do it / I can explain it

My choice: I can explain it

My evidence: The 4 is the number of groups. The 3 is how many in each.

Next step: Try a new equal-groups problem.

Teacher feedback: Use the same explanation with your new drawing.

Use the tracker

Choose one learning target

Write a clear target together. Name observable success criteria in student language, such as equal groups, a matching equation, and an explanation of the numbers.

Use one skill at a time

At each check-in, students complete Today I can with the skill they are checking. Use the same skill again to see change, or move to a related criterion.

Ask for evidence

A student choice starts a conversation. Ask students to point to a drawing, quote an explanation, or show work. I can explain it should include an explanation that matches the evidence.

Choose a next step

Use student work and your observations to decide on a next step. Write one specific action the student can try. The self-rating alone does not establish mastery.

Pair with an exit ticket

After a ticket, have the student describe what the work shows. For example: My drawing has 4 equal groups of 3. Then select a next task based on the evidence.

Print or edit

Print page 2 for students. Page 3 is a fictional worked example. The Word file contains the editable student page. Keep copies of earlier check-ins if you use a new page.