Figure 9.6	Linking the 5 Questions for Students to the Assessment Waterfall Chart (Figure 4.4)		
5 Questions for Students	**Teachers Do . . .**	**Students Say . . .**	**Leaders Observe . . .**
1. What are you learning? **WHY?**	• Deconstruct curriculum expectations to develop Learning Intentions (LI). • Work with students to develop LIs in student-friendly language. • Ensure students know why they are learning what they are learning. • Post LI's in classrooms for students' reference. • **Discuss and record the big ideas and essential questions (Chapter 4) for a unit of study.**	• "I am learning to discuss and use more descriptive words in my narrative writing." • "I am adding more descriptive words to my writing so the reader knows what I am thinking as an author." • **"I am learning about _____ because I will need to use it when I _____."** • **"Learning _____ will help me understand how to _____ in the future."**	• Purposeful talk among students in classrooms. • More student than teacher talk. • Whole group/small group—individual work in classrooms. • Students clearly articulate LIs and why they are learning them. Leaders identify that Learning Intentions are grade level appropriate, directly from the Curriculum Expectations • No students are saying "I don't know." • The five questions are posted and have obvious signs of being discussed and worked on in all classrooms to serve as a reminder of intentional teaching. • **Displayed anchor charts of big ideas and essential questions are annotated by students and teacher to unpack the vocabulary necessary to understand and articulate the concepts being studied.**

Figure 9.6 (Continued)			
5 Questions for Students	**Teachers Do . . .**	**Students Say . . .**	**Leaders Observe . . .**
2. How are you doing?	• Co-construct with students how to be successful. Anchor charts are displayed in classrooms to make the learning evident. • Ensure that students use Success Criteria (SC) language and they understand what they look like. • Develop SC that are not checklists. • Add to SC as lessons progress.	• "I am able to do the first SC at a Level 4." • "I am working on the second and third SC." • "Here's my work that shows how I can do the first SC."	• Anchor charts/prompts/scaffolds are clearly visible in classrooms. • These charts are marked up (not laminated) indicating frequent use by students—who can answer "How are you doing?"
3. How do you know?	• Give timely, relevant feedback based on LIs and SC. • Work with students to identify success in student work and to fix up work that is not quite successful. • Teach students how to peer and self-assess accurately based on LIs and SC.	• "My teacher and I have talked about my writing, and we decided . . ." • "I got feedback on my narrative from my friends, and they said . . ."	• Written comments on students' work are explicit and do not include "well done" or "good work" or other such platitudes. • Teachers are giving explicit oral feedback and recording it for follow-up. • Documenting evidence of learning through pictures, work samples, postings, anchor charts, use of strong and weak examples in the classroom

5 Questions for Students	Teachers Do . . .	Students Say . . .	Leaders Observe . . .
4. How can you improve?	• Model to students how to use Success Criteria to fix up work • Make anecdotal notes of written and oral feedback to give ongoing feedback. • Track and monitor feedback given to know students' progress and plan next steps.	• "I am working on being better at . . ." • "The teacher gave me this writing feedback sheet to put in my binder as my goals for this work."	• Students can clearly articulate their next steps to improvement of their work using the strong and weak exemplars or writing continuum posted in the room to discuss where student needs to go next.
5. Where do you go for help?	• Work with students on becoming independent, self-regulatory learners by teaching them where they can go for help beyond the teacher.	• "I go to [name of classmate] as s/he is very good at . . ." • "I look at the chart we made in class to remember where I can go for help." • "I go to our class website to look again at the lesson." • "I go to my parents or to a homework help online site when I'm stuck."	• Scaffolds in classrooms show discussions of where supports are for students' learning. • Students can articulate several places where they can go for help in addition to the teacher.

Source: Adapted from Sharratt and Harild (2015).