**Beginning with the End in Mind** (Chapter 3)

1. Stand outs?
2. In your experience, is this a shift? Is this current practice:

…teachers find out what students already know, can do, and can articulate and then they teach.” (Davies, p. 26)

1. Can you speak to the value of declared Learning Destinations? Do you have any reservations about them? Think outside the box.
2. As a beginning teacher, how do you know what success looks like?
3. Reaction to the Grade 9 English chart? Useful? How? Is it “do able” is your subject area?

**Describing Success** (Chapter 4)

1. Davies identifies multiple pieces of evidence:
   1. Observation
   2. Listening
   3. Products

What is required to make each successful? OR What would this look like in your subject area… Pick one and think it through

1. What are the drawbacks to samples and exemplars? How can this be overcome?
2. What did you learn from the teachers’ practices shared in this chapter… what does assessment success look like for an educator?
3. Has anyone been involved in benchmarking or sample/exemplar creation? Has anyone been a student of a common assessment?