
Deeper Learning Student-Work Review Checklist

Looking carefully at, reviewing, and discussing student work as a group stimulates rich conversations on many aspects of the learning experience. This review of student work focuses on exploring three guiding questions.

1. What were the purposes and goals of the learning experience?
2. What learning and teaching methods, principles, and outcomes were evident?
3. What makes this a representative example of deeper learning?

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Step 1: Purposes and Goals

Review the student work materials, and record your observations on the purpose, goals, and outcomes of the learning experience.

What question, problem, issue, perspective, or challenge motivated this work?

Indicate which skills, understandings, and mindsets this learning activity developed.

Indicate which level—*light* or *deep*—you think you achieved.

Skills	Critical Thinking	Communication	Collaboration	Learning to Learn
Light				
Deep				

List two or three key subject or content understandings this activity developed, and check the level—*light* or *deep*—you think you achieved.

Understandings	Key Subject or Content Understandings	Light	Deep
1.			
2.			
3.			

Mindsets	Growth Mindset “I can learn.”	Self-Efficacy, Confidence “I can do this.”	Purpose, Relevance “This is important to me.”	Goal Setting, Managing “I can reach my goals.”	Reflection, Metacognition “I know myself and what I need to do.”	Social Belonging “I belong here.”	Social Capital “I can get the help I need.”
Light							
Deep							

Common Core Standards Alignment	English Language Arts			Mathematics		
	Analysis of Complex Information and Literature Texts	Evidence- Based Answers and Writing	Diverse Texts Used to Build Knowledge	Focus on Deep Understanding of Key Concepts	Appropriate Application of Concepts to Practice	Balanced Fluency With Concepts, Processes, and Applications
Light						
Deep						

Describe other general observations of student work.

Step 2: Learning and Teaching Methods, Principles, and Outcomes

Review the student work materials, and indicate which deeper learning practices and principles of teaching and learning you employed in this experience. Add others as needed.

	<i>A focus on building skills for lifelong learning, productive careers, and active citizenship and community life</i>
	<i>Personalized learning experiences designed by teachers and codesigned with students</i>
	<i>Engaging, active learning motivated by real-world and relevant questions, problems, issues, and challenges</i>
	<i>An interdisciplinary project approach to learning from mostly teacher directed to fully student designed</i>
	<i>Opportunities for students to set their own stretch learning goals and regularly evaluate progress</i>
	<i>Collaborative learning with a focus on working together to produce high-quality learning products</i>
	<i>Opportunities to come up with creative approaches to problem solving, decision making, and designing</i>

	<i>Time built in for improving, iterating, learning from mistakes, revising, and reflecting on learning outcomes</i>
	<i>Assessment of progress through frequent, ongoing formative feedback from teachers, students, and experts</i>
	<i>Public presentations, exhibitions, and performances of student work, offering rich, evaluative feedback</i>
	<i>Opportunities to exercise student responsibility, ownership, self-direction, and leadership</i>
	<i>Activities that build a culture of caring, respect, trust, collaboration, mutual support, and community</i>
	<i>Flexible use of space, time, and community connections to widen learning choices and opportunities</i>
	<i>Easy access to and effective educational use of technology-based learning tools and resources</i>
	<i>Learning activities that enable students to transfer skills and knowledge from one subject to another</i>
	<i>Other:</i>
	<i>Other:</i>

Step 3: What Makes This Deeper Learning?

What makes this a representative example of deeper learning?