**“I Can” Statement Checklist for Students (Sample)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Traffic light (before instruction)** | **Statement** | **Traffic light (after instruction)** | **Date accomplished****and** **Evidence** |
|  | 1. I can make a plan for my story that includes a main character, a problem and a solution
 |  |  |
|  | 1. I can describe the problem the character has and how the character solves that problem using supporting details
 |  |  |
|  | 1. I can write a bold beginning to get the reader hooked
 |  |  |
|  | 1. I can write a story that has a clear beginning, middle and end
 |  |  |
|  |  |  |  |
|  | 1. I can draw a basic number line from 0 to 100.
 |  |  |
|  | 1. I can locate simple whole numbers on a number line
 |  |  |
|  | 1. I can locate halves in fraction form on a number line
 |  |  |
|  | 1. I can locate tenths in decimal form on a number line
 |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Adapted from Seven Strategies of Assessment *for* Learning by Jan Chappuis. 2009 by Cathy Box, Lubbock Christian University