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

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