

Objective-to-Assessment Alignment Pack

T02 · v0.1.3 · Blank teacher planner and directions

Use this teacher-facing planner to check whether an actual student task elicits the learning named in an objective, produces observable evidence of it, and uses a criterion that recognizes the target. Work on one objective at a time and check local curriculum expectations yourself. The examples are invented Grade 6 illustrations, not a claim of universal grade or standards alignment.

How to use the planner

Use one planner for one objective and one actual task. Copy the task learners will receive, including any supplied text, problem, data or response choices.

Fill fields 1–6 before deciding whether the alignment works. In field 7, trace the objective's thinking through the task to the evidence. If there is a gap, use field 8 to revise the smallest necessary part. Run the checklist after the revision.

Use a local curriculum expectation and check its wording in the applicable source. This pack supplies no standards codes or jurisdictional claims. Do not enter student names, records or personal information; an invented response or brief product description is enough.

For a shorter first pass, complete context, objective, task, evidence and criterion, then sketch a plausible product in field 5 and run checklist items T02-C02, T02-C04, T02-C06 and T02-C08. If a check is not yet met, record the diagnosis and exact repair in fields 7–8, then recheck. Return to the remaining checklist items before relying on the plan. This route shortens the form, not the target or evidence check.

For colleague calibration, each person independently completes the blank planner for the same invented task, then compares which evidence would count and why. Resolve differences by pointing to the objective and actual task, not by requiring matching wording.

Blank planner · one objective at a time

1 · Instructional context

Name the actual grade, subject and specific learning context. Identify any text, material or data source the task uses. Keep a new context label when the source or target changes.

2 · Learning objective

State what learners will know or do with the content by the end. Include the intended thinking or action and important conditions; do not substitute an activity or topic for the learning.

3 · Actual student task

Write the prompt/directions learners will receive and include the actual text, problem, data or materials needed. State the requested product or action and choices that affect what it can show. For a long task, passage or dataset, attach a clearly labeled continuation page or the complete stimulus and identify it here; keep it with the planner.

4 · Expected observable evidence

Describe exactly what learners will produce, say or do that can be observed. Name the ideas, steps, details or relationships the evidence must contain; completion alone is not evidence of learning.

5 • Sample response or product

Sketch one plausible response/product that demonstrates the expected evidence. Use invented content, not real student information. It illustrates acceptable evidence; it is not the only wording or format that can be correct.

6 • Criterion

State the target-relevant qualities that count as adequate evidence and what useful partial evidence looks like. Allow other accurate interpretations and response forms when they still show the objective.

7 • Alignment diagnosis

Trace objective → task demand → observable evidence → criterion. Does the task require the intended thinking? Could a learner succeed without showing the objective? Name the specific match or gap.

8 • Concrete repair or next check

If something is misaligned, write the exact change to the task, evidence or criterion and explain how it fixes the named gap while preserving the objective. If aligned, say why no repair is needed and what evidence you will inspect.

Review checklist

For each item, mark Yes or Not yet. If Not yet, return to the relevant field(s) and make a specific revision before using the alignment.

- [] T02-C01 · The objective states the intended learning and the actual grade, subject and context are named.
- [] T02-C02 · The actual task requires the target thinking/action; a matching verb or shared topic alone does not count.
- [] T02-C03 · The prompt includes the information, text, problem, data, directions and response choices needed to understand what learners will do.
- [] T02-C04 · Expected evidence is observable and names what a learner produces, says or does; task completion alone is not treated as learning evidence.
- [] T02-C05 · The sample response/product is possible from the supplied task and materials, plausible for the stated context, and accurate where it includes facts or calculations.
- [] T02-C06 · The criterion checks target-relevant qualities and makes useful partial evidence visible without adding an unrelated format or wording rule.
- [] T02-C07 · The task demand is sufficient for the objective's level of thinking; it does not stop at recall or completion when explanation, comparison or transfer is targeted.
- [] T02-C08 · A proposed repair names the exact change and resolves the identified gap while keeping the objective and its important evidence intact.
- [] T02-C09 · Material factual claims, calculations, units, data provenance and reuse rights have been checked; fictional examples and simulated data are labeled, and no unsupported standards claim is added.

Short use, support and extension

Support · T02-SUP-01

Support for the barrier of a crowded form or limited typing time: draft brief phrases in fields 1–6, use arrows to connect objective → task → evidence, then finish diagnosis, revision and checklist. A teacher may dictate their own planning notes or use the editable DOCX. This changes the mode of tool completion, not the student's target or evidence; a student response-mode change must be checked against the local objective.

Extension · T02-EXT-01

Transfer extension: keep one objective fixed but change the task format or stimulus (for example, paragraph to labeled organizer, or one supplied data set to a second invented data set). Complete fields 3–8 again. Explain which evidence still demonstrates the objective, what the criterion must change, and what the new task can no longer show. The reasoning, not extra items, is the extension.

The completed cases in the separate teacher guide are invented Grade 6 illustrations, not student work or a statement of universal grade fit.