



Student Expectations Assessment

Recommended Usage:

Take five minutes to assess how often your behavior signals high expectations in your virtual classroom. Refer to the middle columns for concrete examples and non-examples. When finished, add up each checkmark in the columns to calculate your overall score. Aim to complete the assessment at least three times throughout each month, and strive for a higher total score every time you take it.

Teacher Behaviors	High Expectations Example	Lower Expectations Example (Non-Example)	Always	Usually	Rarely	Never
I praise effort more than performance outcomes.	"You've really worked so hard this semester. Your effort shows!"	"Wow! You got a 95% or higher on every test!"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I link achievement to motivation and goal-setting, not ability.	"You're so motivated. Great job meeting your goals this quarter!"	"You're really good at math. Your scores this quarter show it."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide feedback in the context of learning goals, not accuracy.	"We're trying to analyze or break down the meaning of this passage. Remember to do this..."	"That answer is not correct."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I rephrase or scaffold questions when provided an incorrect answer, instead of asking another student.	"Not quite, but what if you thought about it this way..."	"Not quite. Anyone else?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I emphasize learning and exploring more than completing and submitting.	"Completing this assignment is important since it helps us achieve our unit goal..."	"Remember to do your homework and complete your worksheets."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make more positive statements about learning than negative ones.	"I know this unit was challenging, but I'm so proud of your efforts and progress!"	"A lot of you seemed to struggle with this unit."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I facilitate student learning by offering choices, not mandates.	"Choose at least 3 of the items in the list that you find most challenging and interesting."	"You must complete every item in the list for full credit."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results: (Assign the following points to each checkmark in the columns to the right: 3-always, 2-usually, 1-rarely, and 0-never. If your overall score is below 14, focus on improving how you convey high standards for all students.)						