


LESSON PLANNING:

Introduction to Learning Goals & Success Criteria

Arizona Formative Assessment
Teachers' Summit
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THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**
WestEd  CRESST

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LESSON SCENARIO

ELA, Grade 12

Unit Plan

- collaborate with senior citizens
- digital storytelling workshop
- bring to life a story from a senior's history
- collaborate on writing and creating the video
 - recording the narration
 - selecting images and music
- present finished videos in community film festival
- design criteria for evaluating their video
- grade their work accordingly
- demonstrate the ability to work effectively with diverse teams



Arizona Speaking and Listening Standards

Comprehension and Collaboration 11-12.SL.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.



Context

- Lesson time 50 minutes
- Beginning of year
- The unit is intended to take about 6 weeks.
- This lesson takes place in the first week but is not the very first lesson. Students have already talked about the project's requirements and have formed teams
- [Add your own details as necessary]



| Standards | Unit Plan | Context |
|---|--|---|
| <p>Arizona Speaking and Listening Standards Comprehension and Collaboration</p> <p>11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> | <p>Grade 12 students collaborate with senior citizens in a digital storytelling workshop. The teams bring to life a story from a senior's history as they collaborate on writing and creating the video, including recording the narration and selecting images and music. The students present the finished videos in a community film festival. Each team designs criteria for evaluating their video in advance, and grades their work accordingly. Students demonstrate the ability to work effectively with diverse teams.</p> | <ul style="list-style-type: none">Lesson time 50 minutesBeginning of yearThe unit is intended to take about 6 weeks.This lesson takes place in the first week but is not the very first lesson. Students have already talked about the project's requirements and have formed teams. |
| What will students LEARN today? | What will students DO? | How will participants SEE or HEAR whether students are learning? |

Session 1

bit.ly/az-fa-01

Session 2

bit.ly/az-fa-02



Collaboration

Team checklist

| Behavior | Description |
|------------------------|--|
| Equal Participation | Each member is equally engaged in the work of team, as represented by the role each member plays in accomplishing the task and how well each voice is heard during discussion. Established roles allow for equal participation. |
| Project Management | The team has collaboratively developed a context-specific plan for task completion that is regularly updated to reflect needed adjustments throughout the timeline. |
| Making Decisions | The team uses a transparent process, or set of processes, for making decisions that impact the entire group. |
| Physical Disposition | The team members exhibit physical cues that suggest active listening, engagement, and an openness to new ideas. In addition, team meetings are physically organized in ways that best support collaborative and cooperative work. |
| Creating / Using Norms | The team has established and is using a set of norms that guide the behavior of the team. The team regularly revisits the norms to assess their effectiveness and to determine whether they are an accurate reflection of the team's behavior. |
| Intellectual Discourse | The team regularly engages in constructive intellectual discourse aimed at deepening the team's understanding of key ideas and individual perspectives related to the task at hand. |
| Passionate Ownership | The team exhibits shared and passionate ownership over the successful completion of the task. All group members are made to feel valuable, that their contributions are meaningful, and their accomplishments are celebrated. |
| Conflict Resolution | The team anticipates that conflict may happen, and has a plan for addressing it directly. Group members engage constructively and reference both the plan and their norms when conflict occurs. |



Collaboration

Individual rubric

| | Emerging | E/ D | Developing | D/ P | Proficient | P/ A | Advanced |
|---|--|---------|---|---------|---|---------|---|
| Contribution and Development of Ideas | Ideas lack supporting reasoning Limited acknowledgement of other's thinking | | Shares ideas, and explains the reasons behind them Acknowledges others' thinking | | Provides ideas or arguments with convincing reasons Builds on the thinking of others | | Acknowledges the strengths and limitations of their ideas Builds on the thinking of others and checks back for agreement |
| Equal Participation | Shares ideas without listening or listens without sharing ideas | | Allows for equal participation by both sharing ideas and listening to the ideas of others | | Works to include others in discussion and shows interest in new perspectives | | Supports equal participation by asking clarifying or probing questions, paraphrasing others' ideas and synthesizing group thinking |
| Group Norms | Follows group norms and processes but only with modeling and/or reminders | | Understands and follows group created norms and processes | | Understands and follows group created norms and processes and helps others do the same | | In addition, initiates the use of norms and group processes in each meeting |
| Respectful Tone and Style | At times , words and tone indicate respectful intent, but not consistently | | Words and tone indicate respectful intent , but might not be sensitive to others | | Words and tone indicate respect and sensitivity to others | | Additionally, provides gentle feedback about others' words and tone to foster an environment of respect |
| Positive Body Language/ Active Listening | Sporadically faces speaker, or engages without distraction some of the time | | Faces speaker and is free of distractions when others are speaking | | When others are speaking, both body language and verbal responses indicate engagement | | When others are speaking, body language and verbal responses indicate positive, energetic engagement |
| Roles | Knows role, and fulfills it only some of the time | | Accepts role and shows understanding by fulfilling it | | Knows the roles of self and others , and uses the roles to maximize group effectiveness | | In addition , uses group roles as opportunities to use strengths or address areas of weakness |
| Work Ethic | Completes only some assigned tasks | | Completes all assigned tasks by deadline | | Completes all assigned tasks by deadline; work is quality, and advances the project | | Models consistently high standards for timeliness, quality, and ownership of work |
| Team Support | Either doesn't help , or occasionally helps, but must be asked | | Predictably helps when asked by others, but only then | | Always helps when asked, and sometimes offers help to others | | Actively checks in to understand how others are progressing and how they can be of help |



LEARNING GOALS

| | | | | |
|---|--|---|---|---|
| 1 | Are the goals aligned to standards? <i>Do the goals come from multiple strands?</i> <i>If so, how will the strands be integrated and prioritized?</i> | 0 | 1 | 2 |
| 2 | Can all students accomplish these goals in the time allotted? <i>Are the goals written in a way that accommodates differentiation?</i> <i>Are the goals reasonable in scope?</i> | 0 | 1 | 2 |
| 3 | Are these learning goals worthy of the time and effort? <i>Will these goals contribute significantly to students' yearlong progress?</i> <i>Will these goals transfer to other areas or deepen students' skills and knowledge?</i> | 0 | 1 | 2 |
| 4 | Do these goals connect to past or future learning? <i>Are these goals part of a progression of learning?</i> | 0 | 1 | 2 |
| 5 | Did student input and interest influence these goals? <i>Are these goals motivating and relevant to students?</i> | 0 | 1 | 2 |
| 6 | Will your students understand the language of the goals? <i>Are new vocabulary and concepts intentionally and carefully introduced?</i> | 0 | 1 | 2 |
| 7 | Will your students understand why they are learning this? <i>Have students been able to ask questions (before or during the lesson)?</i> | 0 | 1 | 2 |

decide on
your own
criteria or
ignore



SUCCESS CRITERIA

| | | | | |
|----|---|---|---|---|
| 8 | Can you observe student responses? <i>Can you see or hear what students do to accomplish the criteria?</i> | 0 | 1 | 2 |
| 9 | Can you record data about student progress? <i>For at least some of the criteria, are you able to track progress formally?</i> | 0 | 1 | 2 |
| 10 | Are criteria aligned to learning goals? <i>When you observe students completing these criteria, will you have a good sense of whether they are progressing toward the learning goals?</i> | 0 | 1 | 2 |
| 11 | Will your students understand the language of the criteria? <i>Are new vocabulary and concepts intentionally and carefully introduced?</i> | 0 | 1 | 2 |
| 12 | Will your students know what to do? <i>Have students been able to ask questions (before or during the lesson)?</i> | 0 | 1 | 2 |
| 13 | Will these criteria lead to success? <i>If students successfully complete these criteria, will they achieve the learning goals?</i> | 0 | 1 | 2 |



THIS SESSION'S LEARNING GOALS



1. Understand the characteristics of high quality learning goals and success criteria.
2. Identify, evaluate, and revise learning goals.
3. Construct success criteria aligned to learning goals.

THIS SESSION'S SUCCESS CRITERIA



1. Identify and discuss learning goals and success criteria of sample lessons.
2. Apply characteristics of high quality learning goals and success criteria to sample lessons.
3. Write and revise learning goals for sample lessons.
4. Write and revise success criteria for sample lessons.

LEARNING GOALS

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SUCCESS CRITERIA

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3. Write and revise learning goals for sample lessons.
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Formative Assessment Lesson Planning Framework



| LEARNING GOALS | SUCCESS CRITERIA | EVIDENCE-GATHERING OPPORTUNITIES | PLANNED PEDAGOGICAL RESPONSES |
|--|--|---|--|
| What is the learning intended by the end of this lesson? | What will students do to show they are progressing toward the Learning Goal? | How will teachers and students collect information about students' progress toward the Learning Goal? | What will teachers do in response to evidence about students' progress toward the Learning Goal? |
| | | | IF STUDENTS... |
| | | | THEN TEACHER WILL ... |
| | | | |
| | | | |

Thank you!

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**All session materials are free and available on the
“Lesson Planning with Formative Assessment”
spotlight page on [csai-online.org](https://www.csai-online.org)**

<https://www.csai-online.org/spotlight/lesson-planning-formative-assessment>



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