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| **Learning Goals/Learning Targets** |
| Lesson-sized | **Can the LG be accomplished during a lesson?*** What is reasonable for your students
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| Relevant and significant | **Does the LG convey the purpose of the lesson?*** Extension or application of prior learning
* Prerequisite to future learning
* Importance of the lesson to developing as a learner in that content area
* Usefulness
* Should not be specific to the topic being discussed, i.e., the knowledge or skill should be applicable more generally.
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| Student-friendly | **Can your students understand and talk about the LG?*** Consider language demands
* New concepts and vocabulary should be intentionally introduced
* Does not have to be written on the board
* Must be introduced and discussed in a way that makes it clear to every student what the intended learning is.
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| Aligned to the standard | **Does the content of the LG derive from a standard?*** Try to use “big” standards that require complex or deeper thinking
* Reflects a logical progression of learning of the standard
* Lesson-sized portion of a standard
* Possible to draw from multiple standards for a single LG
* **Aligns to the rigor of the standard**
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| **Success Criteria** |
| Observable | **Do the SC describe how students will show their progress toward the LG?*** What students make, do, say, or write
* Visible actions must be tied to the LG (e.g., “write in journal” is visible but not tied to a LG)
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| Focused on content, not tasks | **Do the SC specify the content to be learned via the tasks and activities?*** Tasks and activities are in service of helping students achieve SC for a LG
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| Student Friendly | **Can your students understand and talk about the SC?*** Consider language demands
* New concepts and vocabulary should be intentionally introduced
* Does not have to be written on the board
* Must be introduced and discussed n a way that makes it clear to every student what the intended learning is
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| Aligned to the Learning Goal | **Do the SC lead to achievement of the LG?*** Illustrate steps to the LG
* Always fit the content of the LG
* Allow students to monitor progress toward the LG
* If students achieve the SC, they will attain the LG
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