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| **Learning Goals/Learning Targets** | |
| Lesson-sized | **Can the LG be accomplished during a lesson?**   * What is reasonable for your students |
| 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. |
| 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. |
| 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) |
| 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 |
| 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 |
| 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 |