Learning Goal 1
Understand that Learning Goals:
1. describe what students will learn in a lesson
2. convey a significant, relevant reason for learning and
3. use student-friendly language
so that they can guide instructional decisions by both teachers and students.

Success Criteria
Write one or more Learning Goals that are:
- Lesson-sized
- Relevant and significant
- Student-friendly
- Aligned to the standard

Learning Goal 2
Understand that Success Criteria:
1. describe what students will do in a lesson
2. set clear expectations for learning and
3. use student-friendly language about the lesson’s Learning Goal-aligned activities so that students can engage as collaborators and evidence-gatherers.

Success Criteria
For each Learning Goal, write one or more Success Criteria that are:
- Observable
- Focused on content, not tasks
- Student-friendly
- Aligned to the Learning Goal
Learning Goal 3

Connect and apply new information about Learning Goals and Success Criteria to your current lesson planning.

Success Criteria

In writing, reflect on your prior understanding of Learning Goals and Success Criteria, if/how that understanding changed, and if/how that change might affect your lesson planning.

Lesson-sized

Can the Learning Goal be accomplished during a lesson?

• Typically 45-90 minutes

• Unit-sized Learning Goals are possible, but start first with lesson-sized Learning Goals

• What is reasonable for your students?

Relevant and significant

Does the Learning Goal convey the purpose of the lesson?

• Extension or application of prior learning

• Necessary 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 Learning Goal?

• 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 Learning Goal 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 Learning Goal

Observable

Do the Success Criteria describe how students will show their progress toward the Learning Goal?

• What students make, do, say, or write
• Visible actions must be tied to the Learning Goal (e.g., “write in journal” is visible but not tied to a Learning Goal)
**Focused on content, not tasks**

Do the Success Criteria specify the content to be learned via the tasks and activities?

- Tasks and activities are in service of helping students achieve Success Criteria for a Learning Goal

---

**Student-friendly**

Can your students understand and talk about the Success Criteria?

- 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 Learning Goal**

Do the Success Criteria lead to achievement of the Learning Goal?

- Illustrate steps to the Learning Goal
- Always fit the content of the Learning Goal
- Allow students to monitor progress toward the Learning Goal
- If students achieve the Success Criteria, they will attain the Learning Goal
How to Revise Success Criteria

1. In the lesson plan, task, or language intended to help students achieve the learning objectives (e.g., "Students will review criteria in order to improve their writing.") These may be found in the purpose statement, the learning objectives, the directions, suggestions for what to say to students, and the rubric.

2. Look at core activities in the lesson and consider the types and quality of student responses you would expect to see in order to indicate progress toward learning objectives.

3. Use the cumulative task plan backwards. List the essential learning steps for students to be successful on the cumulative task. The steps that directly address the Learning Goals are your Success Criteria; purely procedural or logistical requirements are not.

4. Write or rewrite the Success Criteria so that they are accessible to students. Students should be able to use these to guide their progress during the lesson, and you should provide ample opportunity in the lesson to discuss them.

5. In the second column of the Formative Assessment Lesson Framework, write down Success Criteria that, taken together, will lead to students' successful achievement of the Learning Goal you selected earlier. Read through the list of progression, and evaluate whether this list describes all of the critical steps in a way that will flow naturally in a lesson.

Identify or write your lesson’s Learning Goal

5 minutes – individual

Identify or write your lesson’s Success Criteria

10 minutes – individual

Ask for and provide feedback; then revise

20 minutes – small group
Share your questions and discoveries

10 minutes – whole group

Explain your Learning Goal and Success Criteria

15 minutes – whole group

Reflect and write

5 minutes – individual

Thank you!

Sandy Chang, PhD, NBCT  sandychang@ucla.edu
Julie Park Haubner, PhD, NBCT  haubner@ucla.edu

csai-online.org