

LEARNING GOALS

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| 1 | Are the goals aligned to standards?
<i>Do the goals come from multiple strands?
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?
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?
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 |

SUCCESS CRITERIA

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| 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 |