Facilitator Guide

Module 3:
Clarifying and Sharing Learning Goals and Success Criteria

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Through this module, participants will learn how the standards and associated learning expectations inform the formative assessment process. The module will focus on how Learning Goals and Success Criteria guide student learning, and participants will learn how to develop meaningful Learning Goals and Success Criteria. This module includes materials for:

- An approximately one-hour professional learning session.
- An approximately one-hour teacher collaboration activity session.

Module Learning Goals:

Participants will understand:

1. How Learning Goals and Success Criteria drive the formative assessment process by supporting student and teacher understanding of what successful learning of the standards will look like
2. The characteristics of meaningful Learning Goals and Success Criteria

Module Success Criteria:

Participants will be able to:

1. Develop meaningful Learning Goals and aligned Success Criteria
2. Engage students to use Learning Goals and Success Criteria to manage their own learning

Role of the Facilitator:

The facilitator's role in this module is to 1) facilitate the professional learning module, and 2) facilitate the teacher collaboration activity. Guidance for facilitating the teacher collaboration activity can be found in the Teacher Collaboration Activity Facilitator Guide.

- All materials have been prepared for facilitators and further details are available in this document.
- Facilitators should review all materials and make adjustments based on timing, group size, local priorities, local norms, presentation format (in-person or digital learning environments) and facilitator's personal presentation style.
- Facilitator notes (available here and as slides notes for each slide) provide flexible options for content delivery, and activities are designed to support facilitator decisions.
- The facilitator for this module does not have to be an expert on formative assessment. While this facilitator guide is intended to provide the background knowledge and scaffolding necessary for facilitators to lead the sessions in this module, the priority for facilitators should be supporting participant sense-making. Therefore, facilitators should not feel pressure to be seen as "experts" on formative assessment.

Part 1: Professional Learning Session

Table: Agenda

Section	Time
Section 1: Introduction	5 minutes
Section 2: Formative Assessment Process	5 minutes
Section 3: Formative Assessment: Where am I going?	5 minutes
Section 4: Meaningful Learning Goals and Success Criteria	10 minutes
Section 5: Learning Goals and Success Criteria: Engaging Students	15 minutes
Section 6: Improving Learning Goals and Success Criteria	15 minutes
Section 7: Reflection	5 minutes

What you will need:
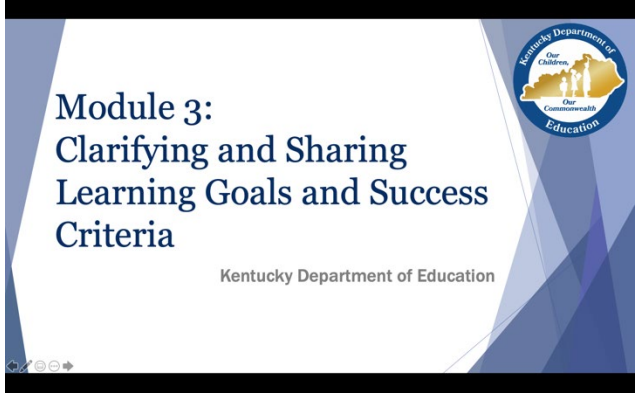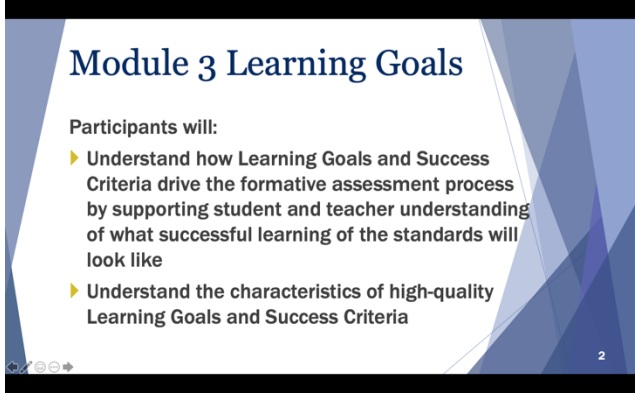
- Module 3: PowerPoint presentation

Facilitator preparation:

- Preview the teacher practice video and decide whether to play the whole video or a specific section: https://vimeo.com/55951743
- Read Lesson Revision with Formative Assessment (optional supplemental reading): https://csaa.wested.org/resource/lesson-revision-with-formative-assessment/
- Distribute copies of the *Meaningful Learning Goals and Success Criteria Checklist* (available at the end of this guide and as a separate handout) to participants to use as a reference during the module. Participants will use this as a reference sheet to analyze and discuss the example Learning Goals and Success Criteria on slides 30-37.

Section 1: Introduction

Table: Slides 1-3

Slide #	Guidance	Slide Image
1	Title slide	
2	**Introduce the content on the slide by providing the following information.** In all these modules, the emphasis on understanding where we as learners are heading and how we will know if we are successful is essential for teaching and learning and is a key aspect of quality assessment practices. Share the learning goals on the slide.	

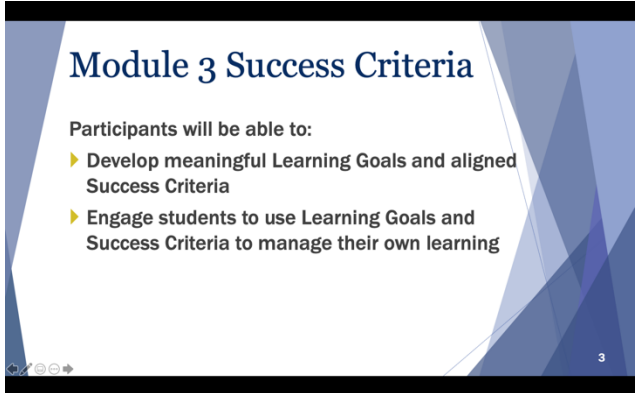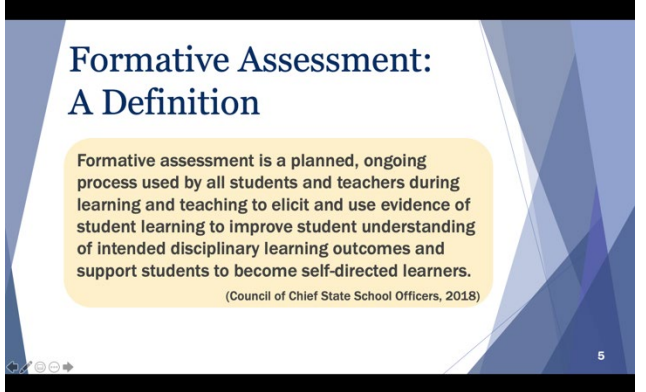| Slide #	Guidance	Slide Image
3	**Introduce the content on the slide by providing the following information.** At the end of this learning sequence (including this module and the teacher collaboration activity), you should be able to: • Develop meaningful Learning Goals and aligned Success Criteria • Engage students to use Learning Goals and Success Criteria to manage their own learning Facilitators may want to note that the terms classroom and classroom setting are used throughout this presentation and can refer to both physical classrooms and distance learning environments.	**Module 3 Success Criteria** Participants will be able to: ▸ Develop meaningful Learning Goals and aligned Success Criteria ▸ Engage students to use Learning Goals and Success Criteria to manage their own learning

Table: Slides 4-6

Slide #	Guidance	Slide Image
4	This first section of the presentation focuses on the cycle of assessment in the context of formative assessment.	
5	**Introduce the content on the slide by providing the following information.** This definition of formative assessment comes from the Council of Chief State School Officers (CCSSO). If participants engaged in Module 2, facilitators may want to acknowledge that they have seen this definition in that module. Ask participants to read and reflect on this definition. **Next, facilitate a brief discussion in which participants consider this definition in the context of the role learning expectations play in the formative assessment process.** Consider using some of the following questions to support the discussion. • What words or phrases in this definition address learning expectations in formative assessment? • What does this definition, taken as a whole, tell you about learning expectations?	

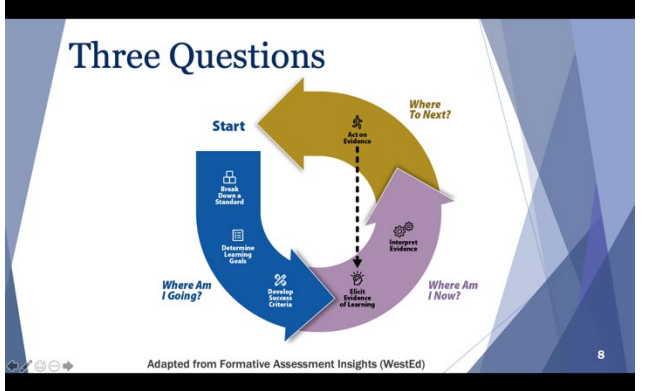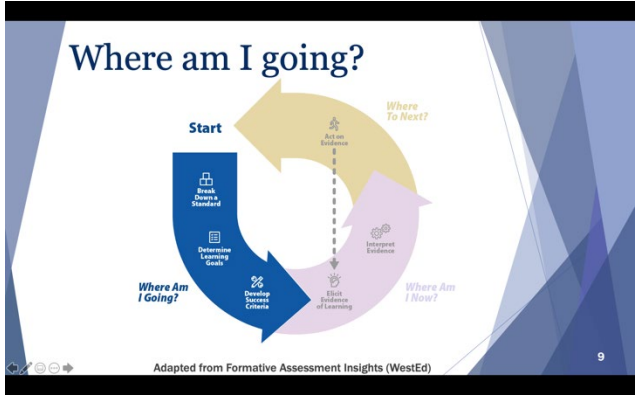| Slide #	Guidance	Slide Image
	Some key things to notice might be: • The definition situates improved **student understand of disciplinary learning outcomes** and becoming **self-directed learners** as the ultimate purpose of formative assessment. • The definition emphasizes the role of students (**self-directed learners**) in meeting these learning outcomes, teachers do not achieve learning outcomes on their own. For more information on this definition, including the reasoning behind it, refer to this document: https://ccsso.org/resource-library/revising-definition-formative-assessment	
6	**Introduce the content on the slide by providing the following information.** This information also comes directly from the CCSSO definition of formative assessment and focuses on the practices that make up formative assessment. Notice that this is not a list of teacher actions, this is a list of actions students and teachers must engage in together. Ask participants to read the list of practices or read it to them. Note that we will consider some of the other practices in upcoming modules, but this module focuses on the first practice, "Clarifying learning goals and success criteria within a broader progression of learning." For more information on this definition, including the reasoning behind it, refer to this document: https://ccsso.org/resource-library/revising-definition-formative-assessment	

Table: Slides 7-11

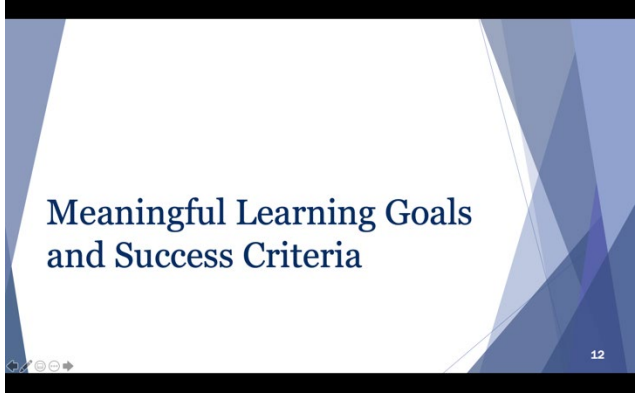| Slide #	Guidance	Slide Image
7	Section title slide	Formative Assessment: Where am I going?
8	**Introduce the content on the slide by providing the following information.** In the formative assessment process, teachers and students work together to answer three critical questions: • Where am I going? • Where am I now? • Where to next? This graphic represents the formative assessment process. You'll notice that this graphic identifies the specific practices that make up the formative assessment cycle and that these practices are grouped to align to the three critical questions. The practices in the first arrowhelp teachers and students answer the question, "where am I going?" by establishing what students should be learning and what it will look like when they have learned it. These practices form the basis for the practices that follow.	Three Questions (Adapted from Formative Assessment Insights (WestEd))

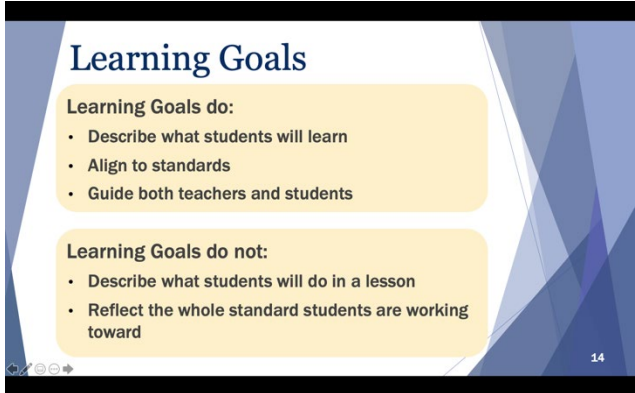| Slide #	Guidance	Slide Image
	Teacher and student decisions about what evidence to elicit, how to interpret that evidence and how to respond to that evidence all take place in the context of the established learning goals and success criteria. The practices in the second arrow answer the question, "where am I now?" by eliciting evidence of student thinking during learning and making sense of that evidence shows where students are in relation to the learning goals. And the practices in the third arrow answer the question, "where to next?" in which teachers and students act on evidence in order to move students toward their learning goals. This graphic represents the formative assessment process as a continuous cycle. It isn't a test or event that gets checked off the list, but an ongoing process that guides both learning and teaching. As students meet their goals, they move toward a new cycle of learning.	
9	**Introduce the content on the slide by providing the following information.** In this module, Clarifying and Sharing Learning Goals and Success Criteria, we will focus on the first question, "where am I going?" Having a shared answer to the question, "where am I going?" is crucial to the formative assessment process. Both students and teachers must be clear on what students are expected to learn and what it will look like when they have learned it. In the next few slides, we consider the role of Learning Goals and Success Criteria in guiding teaching, learning and formative assessment.	

Slide #	Guidance	Slide Image
	Facilitators may want to note that for the purposes of this presentation, lesson may refer to the learning plan for a single class period or could reflect a learning plan that covers several days. It's a coherent set of learning opportunities focused on the same content and goals.	
10	**Introduce the content on the slide by providing the following information.** The Kentucky Academic Standards reflect the disciplinary knowledge and skills that students must achieve by the end of each grade level or course. These standards guide teaching and learning but aren't achieved in a single lesson. Instead, learning happens along a pathway that leads toward mastery of the standards. Supporting students to achieve the standards over the course of the school year demands not only a deep familiarity with the standards but also clarity about the sequence of learning that students will move through on their path to the end-of-year standards. Learning goals represent the lesson-sized learning that students progress through as they make progress toward the standards. Facilitators should note that the term lesson as used throughout this presentation refers to a coherent period of learning. This could refer to a single class-period or could take place over the course of several days.	Start with the Standards Learning Goals Over the course of the year Standards End-of-year

Slide #	Guidance	Slide Image

11	**Introduce the content on the slide by providing the following information.**
	
	 • Establishing learning goals begins with clarity about grade-level academic standards and the progression of learning that leads to them.
	 • The process of breaking down a standard supports better understanding and the progression of learning within and between standards.
	 • When we break down a standard, we reflect and ask questions such as:
	
	     o What is the target of the standard?
	     o How does the standard build off prior learning and support future learning?
	     o What disciplinary practices are students engaging in?
	
	 Facilitate a discussion in which participants can examine their familiarity with the Kentucky Academic Standards and share how they currently break down standards to inform lesson-level learning goals and activities.
	
	 Consider using some of the following questions to support the discussion.
	
	 • How familiar are you with the Kentucky Academic Standards for the subject area(s) you teach?
	 • Are there standards you struggle to break down into lesson-level learning goals?
	 • How do you currently plan lesson-level goals and activities?
	
	 Based on the discussion, share information with participants about additional resources on the Kentucky Academic Standards.
	
	 For groups not very familiar with the standards:
		Breaking Down the Standards
		
		 • Grade-level standards
		 • Progression of learning
		 • Disciplinary practices
		
		 11

Slide #	Guidance	Slide Image
	• If participants are not very familiar with the relevant Kentucky Academic Standards, consider facilitating the getting to know the KAS modules: https://kystandards.org/standards-resources/pl-mods/getting-to-know-your-kas-modules/ **For groups familiar with the standards:** • The Kentucky Department of Education has created educator resources for reading and writing, mathematics, social studies and science that build knowledge about the standards and help educators break down standards to support teaching and learning. • These resources can support educators to consider the prior knowledge and progression of learning for each standard in order to guide instruction and formative assessment. • The KDE Breaking Down a Standard resources can be found here: https://kystandards.org/standards-resources/break-down-stand-res/ **Make sure you share both resources no matter the level of the participants.**	

Table: Slides 12-20
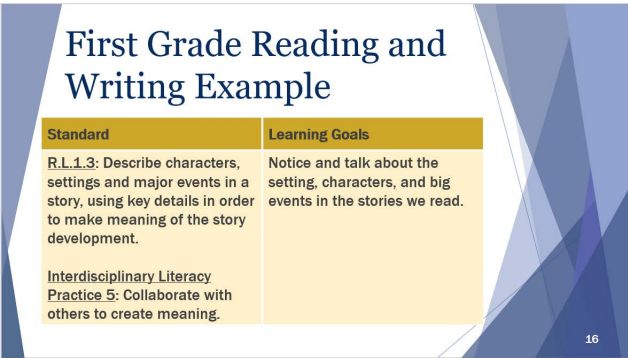
Slide #	Guidance	Slide Image
12	Section title slide	
13	**Introduce the content on the slide by providing the following information.** Self-directed learners need to understand what they are learning and how to get there. Learning Goals and Success Criteria work in tandem to help students understand where they are going with their learning so that they can actively manage their own learning. If a lesson is a journey that students and teachers take together, Learning Goals represent to students the destination of their journey, signaling clearly what they are learning and why it is important. Success Criteria demonstrate to students what it looks like to be successful in achieving the Learning Goals. Success Criteria represent the check points along the route, giving students specific information to understand their progress and adjust to move their learning forward.	

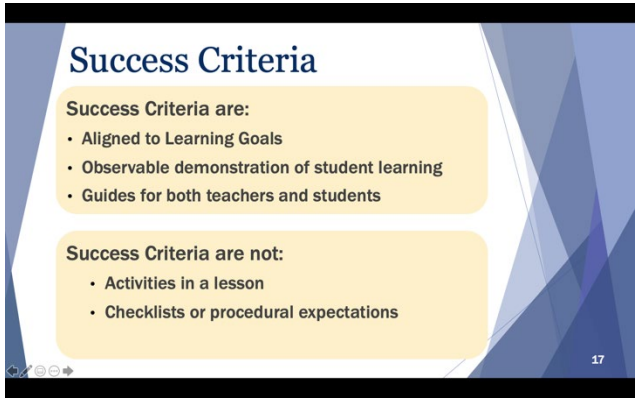| Slide #	Guidance	Slide Image
	Learning Goals and Success Criteria are essential tools for students to understand where they are in their learning so that they can become self-directed learners. Learning Goals and Success Criteria are also important tools to help parents understand and support student learning. Families can learn more about the formative assessment process in A Family's Guide to Student Assessment: https://education.ky.gov/curriculum/standards/kyacadstand/Documents/A_Family's_Guide_to_Student_Assessment.pdf	
14	**Introduce the content on the slide by providing the following information.** As we discussed on a previous slide, Learning Goals are lesson-sized learning that leads toward the standards. Learning Goals clearly describe the most important knowledge, skills and understanding that students will learn during a lesson. In conjunction with Success Criteria, which we will consider in more detail next, Learning Goals guide the design of a lesson and form the basis of the formative assessment process. As a reminder, for our purposes, a lesson is a coherent period of learning and could last part of a class period or could span several days. **Walk participants through the descriptive information about Learning Goals on the slide**. Facilitators will want to note that Learning Goals articulate specifically the most important learning in a lesson, not the activities or experiences they will have in the lesson. Additionally, while Learning Goals should be aligned to the standards, but do not need to reflect all the learning encompassed in the standard. Instead they should build toward the learning	**Learning Goals** **Learning Goals do:** • Describe what students will learn • Align to standards • Guide both teachers and students **Learning Goals do not:** • Describe what students will do in a lesson • Reflect the whole standard students are working toward 14

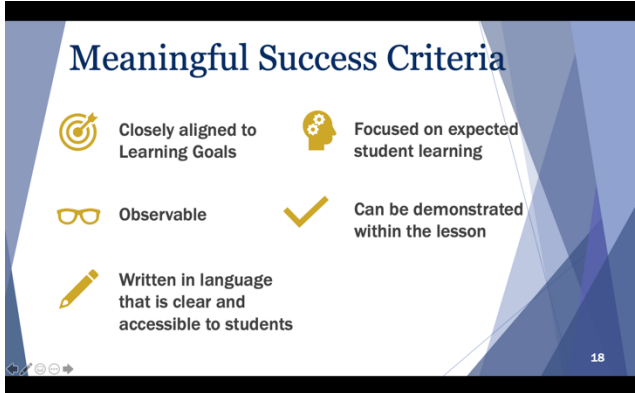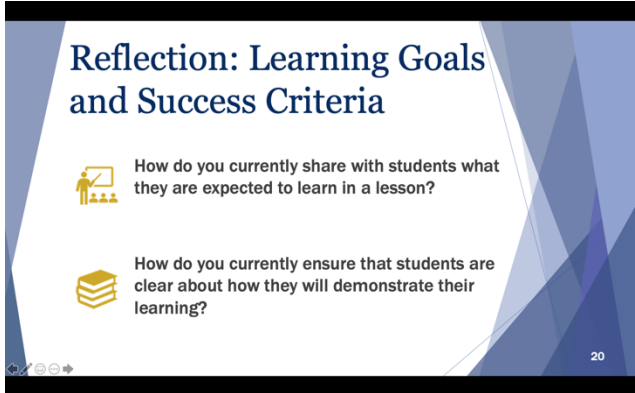| Slide #	Guidance	Slide Image
	necessary for the grade-level standard. They should be attainable over the course of the lesson and reflect the learning pathway toward the standards. Finally, Learning Goals should be a guide both for teaching AND for learning. Students should understand their Learning Goals and how they apply to what they are doing in class. To allow for this, Learning Goals should be written in language and format that is accessible to the students working towards them. We will look at examples of Learning Goals later in this module to help make this descriptive information more concrete.	
15	**Introduce the content on the slide by providing the following information.** What makes a good Learning Goal? One that can support student learning throughout the lesson and guide the formative assessment process. This list outlines some key criteria for meaningful Learning Goals. We will put these into context in a bit. Facilitators should walk participants through these criteria, elaborating as necessary to support participant understanding. Some ideas to support each of these elements is provided below. • As mentioned previously, the Learning Goals should align to the standards and build toward the content and cognitive complexity of the standard. • At the same time, Learning Goals should be achievable during the lesson. Therefore, individual Learning Goals do not need to reflect the entirety of the learning reflected in the standard(s).	

Slide #	Guidance	Slide Image
	• A key purpose of Learning Goals is to ensure that students know what they are learning and why. So, they must be presented in a way that students can make sense of them. This is often language different than the language in the standards. After all, standards are not typically written with students in mind as the audience. Learning Goals should be developmentally appropriate and clear enough to students that they can be used by students to guide their own learning. • Learning Goals should focus on what students will learn, not on what they will do in the lesson or just restate the topic of the lesson. • Finally, teachers should ask themselves, are the Learning Goals worth the time students will be investing in them? Learning Goals should focus on the most important learning of the lesson and students should be able to understand and articulate why they are focusing on this learning. • It is important to remember, however, that Learning Goals are part of a much more extensive progression of learning that builds from Learning Goals, through the progression of learning, all the way to standards. Even though Learning Goals are lesson-sized, they are not isolated or discrete: the learning they describe is aligned to a standard and connected to other prior, concurrent, and future learning.	

Slide #	Guidance	Slide Image
16	**Introduce the content on the slide by providing the following information.** This is an example of a Learning Goal based on the Kentucky Academic Standards for Reading and Writing. **Aligned**: You can see that this Learning Goal is aligned to the standards, but it doesn't reflect the entire content standard. In this lesson, students are working on identifying characters, setting, and major events and starting to talk about it with their peers. As students' progress in their learning, their Learning Goals will likely expand to incorporate using these elements to make meaning of the story development. This lesson also aligns to an Interdisciplinary Literacy Practice standard. **Achievable:** While we don't know how long this lesson is, it seems reasonable to imagine that this Learning Goal could be accomplished by first graders during a lesson. **Accessible Language:** Presuming that students have been introduced to discipline specific words like setting, characters, and events, this Learning Goal is written in a way that allows a first grader to understand what they are working to learn. **Focused on Student Learning**: Students will likely undertake a variety of literacy activities in this lesson, perhaps including tasks focused on decoding and sentence-level reading comprehension, but this Learning Goal signals to students the most important learning in the lesson (to notice these key elements in their story and be able to talk about them) and provides tools so that they begin to develop the skills to manage their own learning. **Worth Learning**: This Learning Goal tells students that being a reader means noticing what is going on in a story and communicating with others about your reading.	

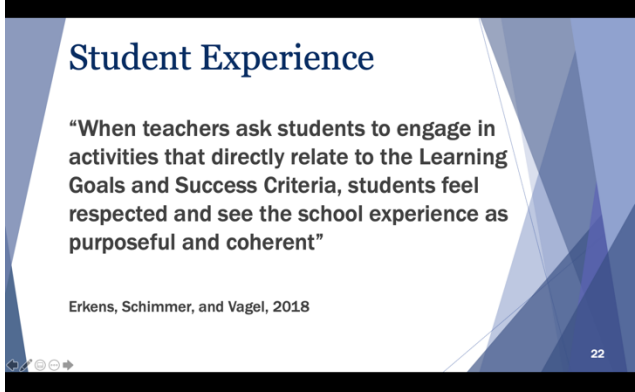| Slide #	Guidance	Slide Image
17	**Introduce the content on the slide by providing the following information.** Success Criteria, in tandem with Learning Goals, provide a clear answer to the question, "where am I going?". Walk participants through the descriptive information about Success Criteria on the slide. • Facilitators will want to note that Success Criteria should be aligned tightly to the Learning Goals and therefore with the standards. • Learning Goals might be "invisible" because they often happen inside a student's head—you cannot directly observe things like "knowing" or "understanding." Therefore, Success Criteria should always be written as performances of learning that you can observe, things students will say, do, make, or write that will make the status of their learning visible. • Like Learning Goals, Success Criteria should be clear and relevant to both teachers and students during the lesson. Accessible Learning Goals and Success Criteria enable students to participate in and contribute to the learning community by evaluating their own and their peers' learning. When students internalize Learning Goals and Success Criteria, it helps them make meaning of challenging content. However, Success Criteria are not a list of the activities in the lesson but are observable outputs that demonstrate progress on the Learning Goal. They also aren't a checklist or procedural expectations—they must reflect the expected learning of the lesson.	**Success Criteria** **Success Criteria are:** • Aligned to Learning Goals • Observable demonstration of student learning • Guides for both teachers and students **Success Criteria are not:** • Activities in a lesson • Checklists or procedural expectations

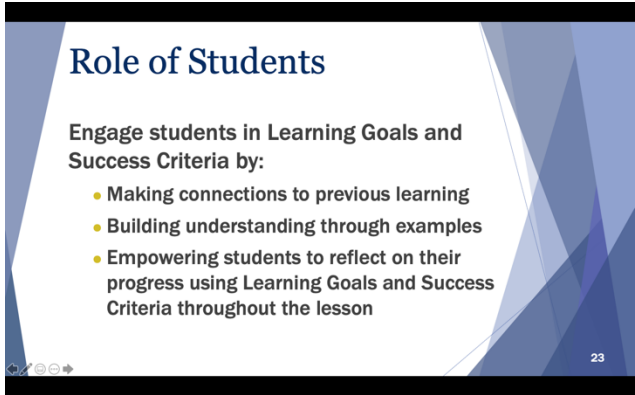| Slide #	Guidance	Slide Image
18	**Introduce the content on the slide by providing the following information.** What makes good Success Criteria that can ensure students know what they are working to accomplish? This list outlines some key criteria for meaningful Success Criteria. We will put these into context in a bit. Facilitators should walk participants through these criteria, elaborating as necessary to support participant understanding. • Success Criteria tell students how they will show that they are meeting their Learning Goals, so it follows that Success Criteria must be tightly aligned to the Learning Goals, so they truly reflect demonstration of that learning. • Success Criteria must be visible to both teachers and students. • Like Learning Goals, Success Criteria are critical tools for students to manage their own learning, so the Success Criteria must be communicated clearly to students so they understand how they will show what they have learned. • Success Criteria should focus on what it will look like for students to show their learning and should not reflect the activities in the lesson or some of the procedural aspects of a task, like completing a worksheet. • Finally, Success Criteria should be something students can accomplish within the course of the lesson so that they can actively monitor their progress toward the Learning Goals.	

Slide #	Guidance	Slide Image
19	**Introduce the content on the slide by providing the following information.** This is an example of a Learning Goal and Success Criteria based on the Kentucky Academic Standards for Reading and Writing. **Aligned to the Learning Goals:** You can see that this Success Criteria are aligned to the Learning Goal, providing students a structured way to share what they notice about the key elements of their story. **Observable**: These Success Criteria are observable both to students, their peers, and their teacher. These Success Criteria make student thinking public. **Accessible Language**: If students are familiar with or provided clear instruction about what the five-finger retell strategy is and perhaps have access to an anchor chart to remind them, these Success Criteria could be a clear guide for a first-grade student. **Focused on Student Learning**: These Success Criteria direct students to the most important learning in this lesson, not to everything they will do in the lesson. **Can Be Demonstrated in the Lesson**: It seems reasonable to imagine that a lesson could afford students the opportunity to demonstrate their learning through these Success Criteria.	**First Grade Reading and Writing Success Criteria Example** | Standards	Learning Goals	Success Criteria
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R.L.1.3: Describe characters, settings and major events in a story, using key details in order to make meaning of the story development. Interdisciplinary Literacy Practice 5: Collaborate with others to create meaning.	Notice and talk about the setting, characters, and big events in the stories we read.	I can use five-finger retell to tell my reading buddy about my book. I can listen to my buddy and ask a question to learn more about their book. | 19
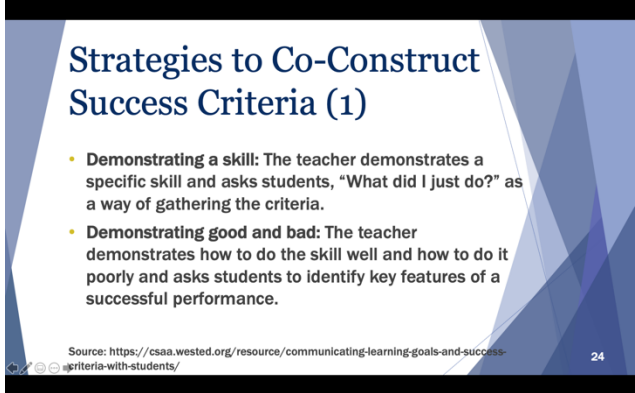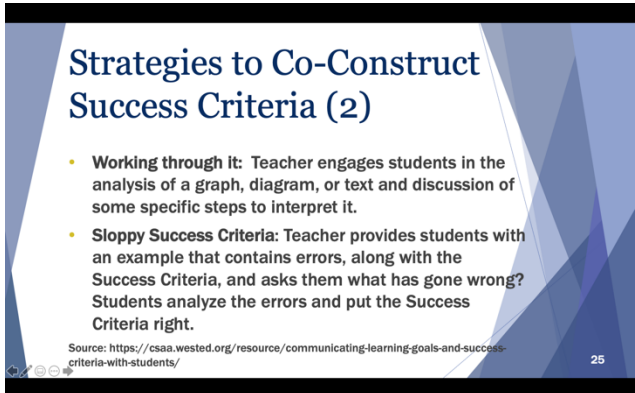
Slide #	Guidance	Slide Image
20	**Facilitate a discussion in which participants reflect on their current practice in terms of setting Learning Goals and Success Criteria.** The purpose of this reflection is to connect the ideas presented so far to the participants current teaching practices and think about how they can improve. Facilitators should lead a conversation that is comfortable for all participants to share their practice, whether their current practice includes Learning Goals and Success Criteria or not. Facilitators should select questions that provide an appropriate entry point for the specific participants in their group. The reflection questions posted on the slide are intended to provide entry for participants who are not currently using Learning Goals and Success Criteria. With a group that is using Learning Goals and Success Criteria in their practice, facilitators may want to consider changing the questions on the slide to: • How do you develop Learning Goals and Success Criteria? • How do you engage students in Learning Goals and Success Criteria? • How do Learning Goals and Success Criteria guide your lesson?	
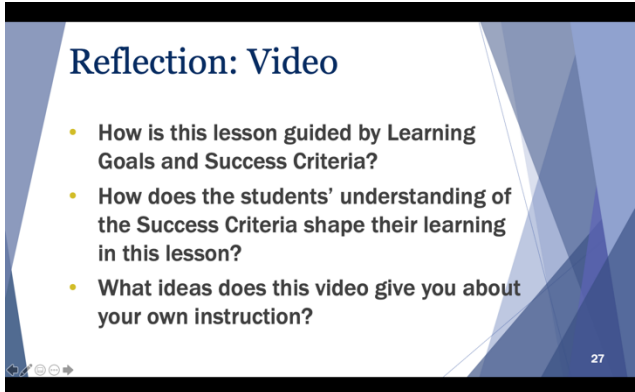
Table: Slides 21-27

Slide #	Guidance	Slide Image
21	Section title slide	Learning Goals and Success Criteria: Engaging Students
22	**Introduce the content on the slide by providing the following information.** The next section of this presentation focuses on engaging students in Learning Goals and Success Criteria. Ask participants to read the quotation on the slide or read it to them. **Next, facilitate a discussion in which participants reflect on this quotation in the context of their own teaching.** Consider using some of the following questions to support the discussion: • Do you find this to be the case in your classroom? • What do you think makes your students feel a sense of purpose and coherence in their learning? • Why do you think Learning Goals and Success Criteria has this impact on students?	**Student Experience** "When teachers ask students to engage in activities that directly relate to the Learning Goals and Success Criteria, students feel respected and see the school experience as purposeful and coherent" Erkens, Schimmer, and Vagel, 2018
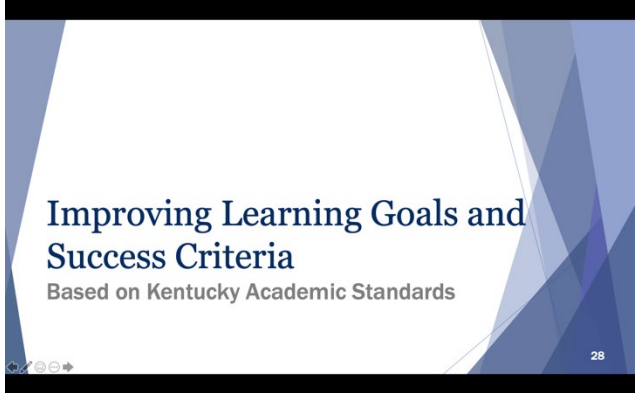
Slide #	Guidance	Slide Image
	• What does it look like to "ask students to engage in activates that directly relate to the Learning Goals and Success Criteria?"	
23	**Introduce the content on the slide by providing the following information.** As we have discussed in this module and in the others in this series, the formative assessment process requires the active engagement by students in their own learning. However, Learning Goals and Success Criteria cannot support active engagement if students do not fully understand them. Engaging students to understand and use Learning Goals and Success Criteria is central to the formative assessment process. Facilitators can walk participants through the strategies on the slide, elaborating, as necessary. • By connecting Learning Goals and Success Criteria to what students have already learned, it can help establish their learning as a coherent and continuous process over which they have agency and ownership. • Success Criteria can be made more meaningful by examining examples with students, unpacking both examples that fully meet the Success Criteria, as well as models that do not, emphasizing the next steps that could improve the example to fully meet the Success Criteria. This can make the Success Criteria concrete for students and model how students can use the evidence of their learning to move their learning forward. • Finally, students should be empowered and supported to use Learning Goals and Success Criteria to monitor their progress during a lesson.	**Role of Students** Engage students in Learning Goals and Success Criteria by: • Making connections to previous learning • Building understanding through examples • Empowering students to reflect on their progress using Learning Goals and Success Criteria throughout the lesson 23
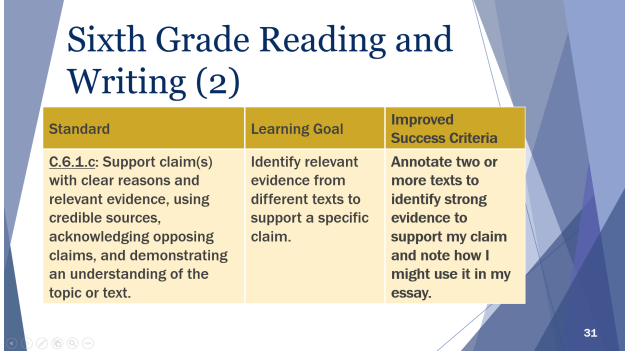
Slide #	Guidance	Slide Image
	After sharing the ideas on the slide, facilitators can ask participants to share other strategies that could engage students in using Learning Goals and Success Criteria to support their own learning.	
24	**Introduce the content on the slide by providing the following information.** Engaging students to co-construct Success Criteria is not only a strategy to ensure that they understand the Success Criteria but can encourage the kind of meta-cognitive thinking about their own learning that can allow students to become self-directed learners. This slide and the next provides some strategies for teacher and students to co-construct Success Criteria. Walk through these examples, asking participants to reflect on what these might look like in their own classrooms.	**Strategies to Co-Construct Success Criteria (1)** • **Demonstrating a skill:** The teacher demonstrates a specific skill and asks students, "What did I just do?" as a way of gathering the criteria. • **Demonstrating good and bad:** The teacher demonstrates how to do the skill well and how to do it poorly and asks students to identify key features of a successful performance. Source: https://csaa.wested.org/resource/communicating-learning-goals-and-success-criteria-with-students/
25	See slide 24 notes	**Strategies to Co-Construct Success Criteria (2)** • **Working through it:** Teacher engages students in the analysis of a graph, diagram, or text and discussion of some specific steps to interpret it. • **Sloppy Success Criteria:** Teacher provides students with an example that contains errors, along with the Success Criteria, and asks them what has gone wrong? Students analyze the errors and put the Success Criteria right. Source: https://csaa.wested.org/resource/communicating-learning-goals-and-success-criteria-with-students/

Slide #	Guidance	Slide Image
26	**Introduce this video by sharing the following information.** This video features a teacher using a continuum that reflects a progression of student skills as they move toward their Success Criteria. She also engages the students to self-reflect and provide peer feedback on their progress along this continuum. As participants watch this video, ask participants to notice: • How is this lesson guided by Learning Goals and Success Criteria? • How the students' understanding of Success Criteria shapes their learning in this lesson? • What ideas does this video give you about your own instruction? This video is 9:36 minutes. If time is a factor, facilitators may want to select a shorter segment of the video to watch as a group. If the video is not working you can access the video here.	Learning Goals and Success Criteria in Action Using a Learning Progression to Support Self-Assessment and Writing about Themes in Literature: Small Group Work (3-5) from TC Reading and Writing Project 26
27	**Facilitate a discussion in which participants reflect on what they observed in the video and how it applies to their classroom.** Facilitators can use the reflection questions on the slide or change questions to meet local needs.	Reflection: Video • How is this lesson guided by Learning Goals and Success Criteria? • How does the students' understanding of the Success Criteria shape their learning in this lesson? • What ideas does this video give you about your own instruction? 27
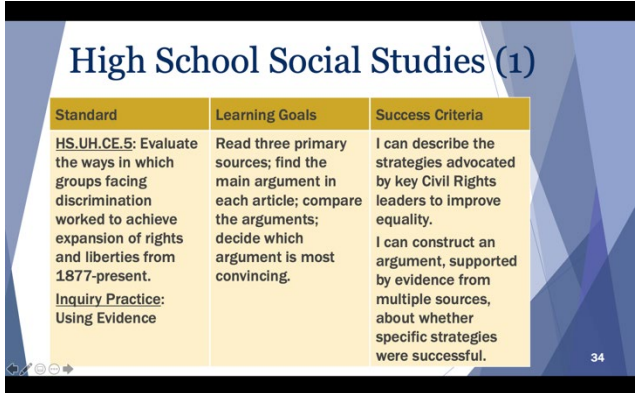
Slide #	Guidance	Slide Image
28	Section title slide	
29	**Introduce the content on the slide by providing the following information.** We are going to do an activity to help apply the criteria for meaningful Learning Goals and Success Criteria that we just reviewed to specific examples. Our goal is to spark discussion that can help us clarify understanding of what makes meaningful Learning Goals and Success Criteria, so don't feel pressure to get the "right" answer. The next few slides contain examples of Learning Goals and Success Criteria. They all have some key problems that can be addressed by ensuring they are aligned to the criteria for meaningful Learning Goals and Success Criteria discussed earlier in this presentation. Participants can refer to the handout *Meaningful Learning Goals and Success Criteria Checklist* to guide their thinking and discussion. Considerations for facilitating this activity: • Try to create an environment where participants feel comfortable sharing their ideas about the example Learning	

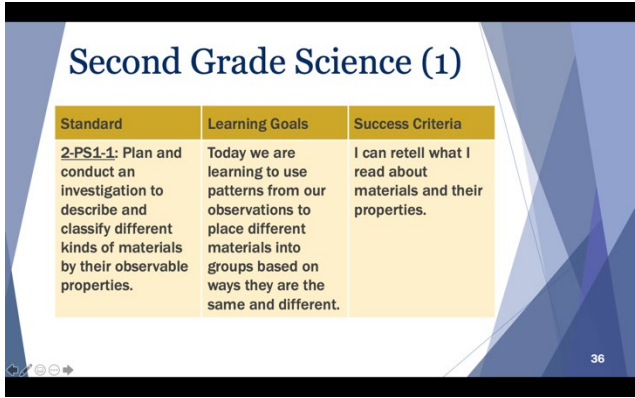| Slide #	Guidance	Slide Image
	Goals and Success Criteria. Make it clear that this is in no way an assessment of the participants, but a chance for application and discussion. • Consider strategies that allow participants to share their ideas in a "low-stakes" way. In a face-to-face setting, this may mean giving participants a chance to talk these through in small groups or breakout rooms before discussion as a whole group or using a polling application to ask people to anonymously vote strong or weak before asking for volunteers to share their rationale. Participants may feel more comfortable sharing their thinking if they know other people made the same decision. In a digital delivery setting, many video conference platforms have embedded poll functions. • Ask participants to use evidence in their rationale and keep in mind that there may be both strengths and weaknesses for each of the examples.	
30	**Introduce the content on the slide by providing the following information.** This is an example of a Learning Goal and Success Criteria based on the Kentucky Academic Standards for Reading and Writing. **Guide a discussion that explores participant responses**. • What do you think is strong about this example and what do you think is weak? • Participants should identify how they would improve this example based on what we have learned in this module. • Guide participants to look at the *Meaningful Learning Goals and Success Criteria Checklist* to support their thinking.	**Sixth Grade Reading and Writing (1)** | Standard	Learning Goal	Success Criteria
C.6.1.c: Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.	Identify relevant evidence from different texts to support a specific claim.	I can complete the evidence collection worksheet. | 30

Slide #	Guidance	Slide Image
	Note to facilitator: The next slide provides a suggestion and rationale for improving this example.	
31	**Introduce the content on the slide by providing the following information.** In this example, the Learning Goal is aligned to the standard and seems like it can be achieved over the course of a lesson. It is also written in a way that sixth grade students should be able to understand and it focuses on important learning. Participants may have good ideas to improve this Learning Goal, but it seems like it could be a meaningful Learning Goal as written. The Success Criteria that was presented on the previous slide, however, could be improved. It provided procedural direction for the activity but did not describe how students will show they have accomplished the Learning Goal. A better Success Criteria, featured here, might be "annotate two or more texts to identify strong evidence to support my claim and note how I might use it in my essay."	**Sixth Grade Reading and Writing (2)** | Standard	Learning Goal	Improved Success Criteria
C.6.1.c: Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.	Identify relevant evidence from different texts to support a specific claim.	Annotate two or more texts to identify strong evidence to support my claim and note how I might use it in my essay.	

Slide #	Guidance	Slide Image
32	**Introduce the content on the slide by providing the following information.** This is an example of a Learning Goal and Success Criteria based on the Kentucky Academic Standards for Mathematics. **Guide a discussion that explores participant responses**. • What do you think is strong about this example and what do you think is weak? • Participants should identify how they would improve this example based on what we have learned in this module. • Guide participants to look at the *Meaningful Learning Goals and Success Criteria Checklist* to support their thinking. **Note to facilitator: The next slide provides a suggestion and rationale for improving this example.**	
33	**Introduce the content on the slide by providing the following information.** In this example, the Learning Goal on the previous slide was aligned to the standard and seems like it could be achieved over the course of a lesson. But it was not written in a way that would be accessible to kindergarteners. A better Learning Goal, featured here, might be "we are learning to count things placed together in different ways." The Success Criteria is aligned, observable, and the language seems accessible to students. Students could demonstrate this over the course of a lesson, and it does reflect the specific learning of this lesson. Participants may have good ideas to improve this Success Criteria, but it seems generally appropriate as written.	

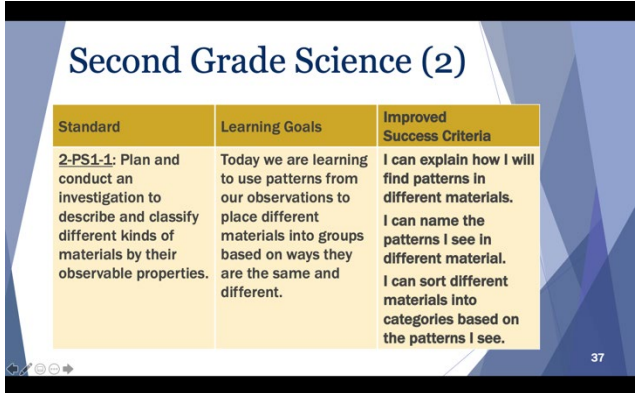| Slide #	Guidance	Slide Image
34	**Introduce the content on the slide by providing the following information.** This is an example of a Learning Goal and Success Criteria based on the Kentucky Academic Standards for Social Studies. **Guide a discussion that explores participant responses**. • What do you think is strong about this example and what do you think is weak? • Participants should identify how they would improve this example based on what we have learned in this module. • Guide participants to look at the *Meaningful Learning Goals and Success Criteria Checklist* to support their thinking. **Note to facilitator: The next slide provides a suggestion and rationale for improving this example.**	
35	**Introduce the content on the slide by providing the following information.** In the example on the previous slide, the Learning Goals did not focus on the most important learning of the lesson but conveyed a list of activities that students would do during the lesson. A better Learning Goal, more focused on learning could be, "Use primary sources to compare, contrast and evaluate different strategies used by Black Americans to expand their civil rights and liberties." Another alternative Learning Goal could be "Use primary sources to identify and evaluate successful strategies used by groups facing discrimination to expand their rights and liberties." The Success Criteria is aligned to both the content standard and the Inquiry Practice, observable, and the language seems accessible for high school students. Depending on the grain-size of the lesson,	

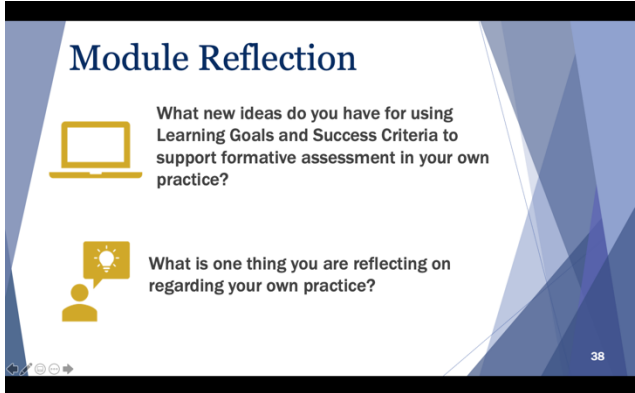| Slide #	Guidance	Slide Image
	students may be able to accomplish both Success Criteria in the lesson, but if this is a single-period lesson, it may be a heavy lift. Participants may have good ideas to improve the Success Criteria, but it seems generally appropriate as written if it remains aligned to the Learning Goal after it has been updated.	
36	**Introduce the content on the slide by providing the following information.** This is an example of a Learning Goal and Success Criteria based on the Kentucky Academic Standards for Science. **Guide a discussion that explores participant responses**. • What do you think is strong about this example and what do you think is weak? • Participants should identify how they would improve this example based on what we have learned in this module. • Guide participants to look at the *Meaningful Learning Goals and Success Criteria Checklist* to support their thinking. **Note to facilitator: The next slide provides a suggestion and rationale for improving this example.**	

Slide #	Guidance	Slide Image
37	**Introduce the content on the slide by providing the following information.** In this example, the Learning Goal is aligned to the standard and seems like it can be achieved over the course of a lesson. It uses scientific language appropriate for second graders. Participants may have good ideas to improve this Learning Goal, but it seems generally appropriate as written. The Success Criteria featured on the previous slide, however, is not well aligned to the Learning Goal and the standard, which focuses on investigation, description, and classification of materials. The Success Criteria, as written previously, focuses on reading comprehension and summarizing. Success Criteria that would allow students to demonstrate their progress toward the Learning Goals include the following: • I can explain how I will find patterns in different materials • I can name the patterns I see in different materials • I can sort different materials into categories based on the patterns I see	

Slide #	Guidance	Slide Image
38	**Facilitate a discussion that helps participants reflect on their learning and make connections to their own practice.** Ask participants to reflect and share ideas in response to the following questions: • What new ideas do you have for using Learning Goals and Success Criteria to support formative assessment in your own practice? • What is one thing you are reflecting on for your own practice? Facilitators may wish to pose different reflection questions.	
39	Final slide Module Feedback Survey Link (Survey contains a link to access the EILA certificate for this module)	

Meaningful Learning Goals *and* Success Criteria Checklists

Learning Goals Checklist

Are the Learning Goals:

Aligned to the standards?	**Achievable within the context of the lesson?**	**Written in language that is accessible to students?**	**Focused on student learning?**	**Worth learning?**

Aligned to the standards?

Learning Goals often begin with verbs like *know*, *develop*, *become fluent*, *apply*, *understand*, *use*, or *extend*.

- [ ] **How does your Learning Goal's verb reflect the expectation of the standard?**

Learning Goals describe what students are going to learn.

- [ ] **What learning needs to occur for your students to meet the expectations of the standard?**

Achievable within the context of the lesson?

Learning Goals specify the learning that is intended for a lesson.*

- [ ] **Given the planned length of your instruction, is it possible for students to accomplish the Learning Goal within the timeframe of the lesson?**

* The word "lesson" may refer to the learning plan for a single class period or could reflect a learning plan that covers several days. It's a coherent set of learning opportunities focused on the same content and goals.

Written in language that is accessible to students?

Review the language of the Learning Goal.

- [ ] **Can each one of your students read the Learning Goal on their own and understand its meaning?**

Student access also relates to how the Learning Goal is communicated to students.

- [ ] **What is your plan for explicitly spending time discussing the Learning Goal with students and ensuring they have a clear picture of what they mean?**

A strategy for developing an accessible Learning Goal is the co-construction of Learning Goals with students.

- [ ] **How could students be involved in the creation of the Learning Goal?**

Focused on student learning?

Learning Goals become less useful when they focus on the context of the learning as opposed to the learning itself ("To understand the effects of fire on water" vs. "To understand the effects of heat on liquids").

- [ ] **Is your Learning Goal focused on the details or on the concepts and practices?**

Worth learning?

Learning Goals need to reflect worthwhile learning in the course of a lesson.

- [ ] **Does the Learning Goal communicate what student learning is important and valued?**

Learning Goals should be connected to the larger progression of learning.

- [ ] **How will you ensure that students understand the connection between Learning Goals and their prior learning?**

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Success Criteria Checklist

Are the Success Criteria:

Closely aligned to the Learning Goals?

A Learning Goal comes before the learning experience, meaning the Learning Goal must be established before the Success Criteria are considered.

☐ **Have you asked "Why will my students be learning this?" before asking "What will my students be doing?"?**

Success Criteria often begin with verbs like *explain*, *describe*, *model*, *show*, *write*, *justify*, or *create*.

☐ **How do the verbs in your Success Criteria reflect the expectation of the Learning Goal?**

The Success Criteria are indicators that both the teacher and students will use to know if students have actually met the Learning Goal.

☐ **Are the Success Criteria clear descriptions of the student learning performances that provide evidence that the Learning Goal was met?**

Observable?

Success Criteria should refer to a concrete learning performance.

☐ **Do your Success Criteria focus on something students will say, do, make, or write that indicates they are moving toward the Learning Goal?**

Able to be demonstrated within the lesson?

Students should be able to accomplish the Success Criteria within the context of, and time allocated for, the lesson.*

☐ **Is it reasonable to expect that each of your students can demonstrate their learning through the learning performances outlined in the Success Criteria given the time allotted for the lesson?**

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* The word "lesson" may refer to the learning plan for a single class period or could reflect a learning plan that covers several days. It's a coherent set of learning opportunities focused on the same content and goals.

Written in language that is clear and accessible to students?

Student access also relates to how Success Criteria are communicated to students.

☐ **What is your plan for explicitly spending time discussing the Success Criteria with students and ensuring they have a clear picture of what Success Criteria mean?**

Review the language of the Success Criteria.

☐ **Can each one of your students read the Success Criteria on their own and understand what is expected of them?**

A strategy for developing accessible Success Criteria is the co-construction of Success Criteria with students.

☐ **How can students be involved in the creation of the Success Criteria?**

Focused on student learning?

Success Criteria need to reflect what students need to say, do, make, or write to show that they have met the Learning Goal.

☐ **Do the Success Criteria describe the student performances of a skill or understanding that will demonstrate that the Learning Goal has been accomplished?**

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