

# Meaningful Learning Goals *and* Success Criteria Checklists

## Learning Goals Checklist

### Are the Learning Goals:



**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?**



# 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?**

\*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?**

