Developing Learning Goals & Success Criteria

Intended Curriculum Expectations:
What cluster of specific expectations fit together for the next period of learning?

Success Criteria
The feedback students receive (e.g., oral, written) during the work as well as at the conclusion of such activities is based upon the success criteria. What criteria needs to be identified here to support the attainment of the goal(s)?

- "I can" - describes what the learning looks like
- provides multiple entry points to meet the learning goals
- emphasizes thinking involved rather than task completion or numeric qualifiers
- supports development of the learning along a continuum - more than done, not done.
- spend time co-constructing an understanding of success criteria with students and check back frequently throughout the learning to ensure the criteria remains supportive
- when reviewing success criteria, hold it up to the achievement chart categories... are Knowledge & Understanding, Thinking, Communication & Application reflected?
- used by teachers and students success criteria helps both to identify next steps
- monitor the DF being provided - if there is something that keeps surfacing that relates to student learning and is not on the initial version of the SC consider updating criteria during the learning with students

Students are encouraged to self assess their progress in meeting the learning goals by reflecting on the success criteria and asking "to what degree have I...?"

Learning Goals – what relationships exist in the above box? How can these relationships be stated in brief, student friendly language to illustrate the intended learning?
We are learning to:
- curriculum based, uses verbs that are specific and observable
- student friendly (What will students say when describing their learning?)
- subject specific vocabulary is retained, reflects learning that may be applied and transferred to other contexts

Planned Learning Activities in service of Learning Goals
Assessment for Learning: How will these learning opportunities support the attainment of learning goals?

Coaching before game day!
• Collecting and recording evidence from multiple sources (observations, conversations, products)
• Designed to address scaffolded portions of the learning goal more than once
• Informs instructional decisions of teacher - are students ready to move on? do they need more time? How fragile is the understanding - can the student apply the learning in another context?

How will these activities provide opportunities for students to use success criteria to peer and self assess?
How can these activities be designed to require students to act on feedback provided prior to using these skills and knowledge in an assessment of learning context?