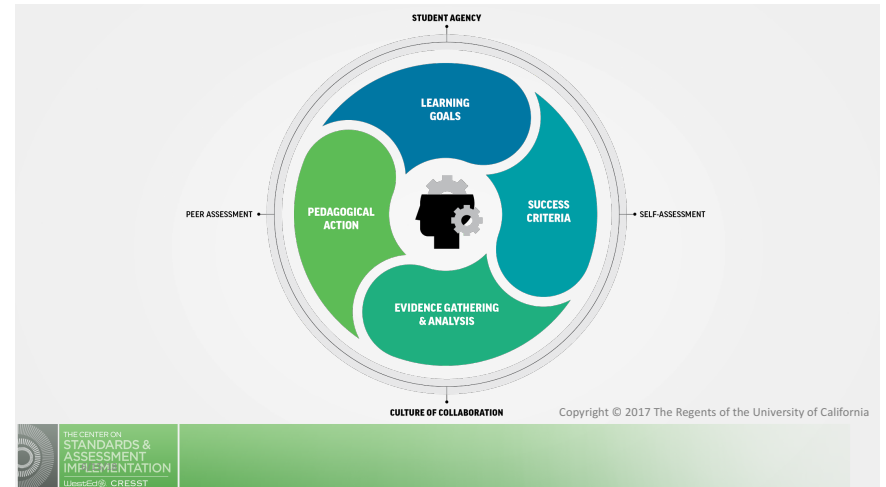## LESSON PLANNING WITH FORMATIVE ASSESSMENT

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THE CENTER ON
STANDARDS &
ASSESSMENT
IMPLEMENTATION
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## 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

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## 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

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## 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.**

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| Learning Goal | Success Criteria |
|---|---|
| Understand how the structure of DNA relates to its function | Define the terms *structure* and *function*; describe the structure of DNA; explain why the base pair rule means DNA forms complementary strands and a double helix |
| Use what you know about reading strategies so that you can understand what the text says as you read | Use what you know about sounds and letters; ask yourself if the language makes sense; think about what you already know about the topic; use context clues when you come to a word you do not know |
| Know how advertisers use persuasive techniques in multi-modal advertisements | Describe how soft and hard sells are conveyed; explain the positive and negative emotions an advertisement aims to provoke; describe what makes an advertisement particularly effective and/or persuasive |
| Represent and solve addition and subtraction word problems by using different representations | Explain what each number in the problem means; explain why you chose to add or subtract; explain how your representation shows adding or subtracting |

**Writing Tips for Learning Goals and Success Criteria**
**page 1**

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## 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?**

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## 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**

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## 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**

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### How to Revise Learning Goals

1. Look at the lesson's goals or objectives, if the lesson plan includes them. Are they clearly stated? Lesson-sized? Aligned to standards? If not, you will need to create or revise them to become your Learning Goals.

2. Often, the lesson plan's intended standard(s) will give you a start in writing corresponding Learning Goals, but you will probably need to make them more specific. Identify or choose the lesson's primary, or focus, standards to help pinpoint the lesson's main learning objectives.

3. Sometimes the learning objectives may be hidden in the introductory text, which often explains why the lesson is important.

4. If no Learning Goals or objectives are stated, examine the most important and interesting activities in the lesson. Ask yourself: what makes these activities meaningful and worthwhile? What understanding and/or skill will your students develop by engaging in them?

5. Write or re-write the Learning Goals so that they are accessible to students. Students should be able to understand them, and you should provide ample opportunity in the lesson to discuss them.

6. In the first column of the Formative Assessment Lesson Framework, write down your primary Learning Goal. Choose just one to start. Each Learning Goal will have multiple Success Criteria.

FROM THE COLLEGE AND CAREER READY STANDARDS
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A SERIES OF RESOURCES FOR TEACHERS

**LESSON REVISION**
IMPROVING LESSON PLANS WITH FORMATIVE ASSESSMENT
AND COLLEGE AND CAREER READY STANDARDS

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## 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**

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**Examples of Weak Learning Goals that Lead to Weak Success Criteria**

| | |
|---|---|
| Complete 10 questions on page 25. | *I can complete 10 questions accurately (does not illustrate the learning)* |
| Paint a landscape. | *I can complete my landscape painting*<br>*(There may be other criteria for this activity but it is not clear what they might be because the learning is not specified.)* |
| Recognize triangular numbers. | *I know the formula of a triangular number (not related to the goal)* |

**Writing Tips for Learning Goals and Success Criteria page 5**

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## 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**

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## 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**

## Slide 1

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## Slide 2

# Identify or write your lesson's Learning Goal

### 5 minutes – individual

## Slide 3

# Identify or write your lesson's Success Criteria

### 10 minutes – individual

## Slide 4

# Ask for and provide feedback; then revise

### 20 minutes – small group

## Share your questions and discoveries

**10 minutes – whole group**

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## Explain your Learning Goal and Success Criteria

**15 minutes – whole group**

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## Reflect and write

**5 minutes – individual**

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## Thank you!

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