

# LESSON PLANNING:

## Introduction to

# Learning Goals & Success Criteria

Arizona Formative Assessment  
Teachers' Summit  
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THE CENTER ON  
**STANDARDS &  
ASSESSMENT  
IMPLEMENTATION**  
WestEd  CRESST

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# **LESSON SCENARIO**

## **ELA, Grade 12**

# Unit Plan

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- collaborate with senior citizens
- digital storytelling workshop
- bring to life a story from a senior's history
- collaborate on writing and creating the video
  - recording the narration
  - selecting images and music
- present finished videos in community film festival
- design criteria for evaluating their video
- grade their work accordingly
- demonstrate the ability to work effectively with diverse teams



# Arizona Speaking and Listening Standards

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## *Comprehension and Collaboration 11-12.SL.1*

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

# Context

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- Lesson time 50 minutes
- Beginning of year
- The unit is intended to take about 6 weeks.
- This lesson takes place in the first week but is not the very first lesson. Students have already talked about the project's requirements and have formed teams
- [Add your own details as necessary]



Standards	Unit Plan	Context
<p>Arizona Speaking and Listening Standards Comprehension and Collaboration</p> <p>11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Grade 12 students collaborate with senior citizens in a digital storytelling workshop. The teams bring to life a story from a senior's history as they collaborate on writing and creating the video, including recording the narration and selecting images and music. The students present the finished videos in a community film festival. Each team designs criteria for evaluating their video in advance, and grades their work accordingly. Students demonstrate the ability to work effectively with diverse teams.</p>	<ul style="list-style-type: none"><li>Lesson time 50 minutes</li><li>Beginning of year</li><li>The unit is intended to take about 6 weeks.</li><li>This lesson takes place in the first week but is not the very first lesson. Students have already talked about the project's requirements and have formed teams.</li></ul>
What will students LEARN today?	What will students DO?	How will participants SEE or HEAR whether students are learning?

# Session 1

[bit.ly/az-fa-01](https://bit.ly/az-fa-01)

# Session 2

[bit.ly/az-fa-02](https://bit.ly/az-fa-02)





## Collaboration

### Team checklist

Behavior	Description
Equal Participation	Each member is equally engaged in the work of team, as represented by the role each member plays in accomplishing the task and how well each voice is heard during discussion. Established roles allow for equal participation.
Project Management	The team has collaboratively developed a context-specific plan for task completion that is regularly updated to reflect needed adjustments throughout the timeline.
Making Decisions	The team uses a transparent process, or set of processes, for making decisions that impact the entire group.
Physical Disposition	The team members exhibit physical cues that suggest active listening, engagement, and an openness to new ideas. In addition, team meetings are physically organized in ways that best support collaborative and cooperative work.
Creating / Using Norms	The team has established and is using a set of norms that guide the behavior of the team. The team regularly revisits the norms to assess their effectiveness and to determine whether they are an accurate reflection of the team's behavior.
Intellectual Discourse	The team regularly engages in constructive intellectual discourse aimed at deepening the team's understanding of key ideas and individual perspectives related to the task at hand.
Passionate Ownership	The team exhibits shared and passionate ownership over the successful completion of the task. All group members are made to feel valuable, that their contributions are meaningful, and their accomplishments are celebrated.
Conflict Resolution	The team anticipates that conflict may happen, and has a plan for addressing it directly. Group members engage constructively and reference both the plan and their norms when conflict occurs.





## Collaboration

### Individual rubric

	Emerging	E/ D	Developing	D/ P	Proficient	P/ A	Advanced
<b>Contribution and Development of Ideas</b>	Ideas lack <b>supporting</b> reasoning  <b>Limited</b> acknowledgement of other's thinking		Shares ideas, and <b>explains</b> the reasons behind them  <b>Acknowledges</b> others' thinking		Provides ideas or arguments with <b>convincing</b> reasons  <b>Builds on</b> the thinking of others		<b>Acknowledges</b> the strengths and limitations of their ideas  Builds on the thinking of others and <b>checks back</b> for agreement
<b>Equal Participation</b>	Shares ideas <b>without listening</b> or listens <b>without sharing</b> ideas		<b>Allows for</b> equal participation by both sharing ideas and listening to the ideas of others		<b>Works to include</b> others in discussion and <b>shows interest</b> in new perspectives		Supports equal participation by <b>asking</b> clarifying or probing questions, <b>paraphrasing</b> others' ideas and <b>synthesizing</b> group thinking
<b>Group Norms</b>	Follows group norms and processes but <b>only with modeling and/or reminders</b>		<b>Understands and follows</b> group created norms and processes		Understands and follows group created norms and processes and <b>helps others do the same</b>		<b>In addition, initiates</b> the use of norms and group processes in each meeting
<b>Respectful Tone and Style</b>	<b>At times</b> , words and tone indicate respectful intent, but not consistently		Words and tone indicate <b>respectful intent</b> , but <b>might not be sensitive</b> to others		Words and tone indicate <b>respect and sensitivity</b> to others		Additionally, provides <b>gentle feedback about others' words and tone</b> to foster an environment of respect
<b>Positive Body Language/ Active Listening</b>	<b>Sporadically</b> faces speaker, or engages without distraction <b>some of the time</b>		<b>Faces speaker</b> and is <b>free of distractions</b> when others are speaking		When others are speaking, both body language and verbal responses <b>indicate engagement</b>		When others are speaking, body language and verbal responses indicate <b>positive, energetic</b> engagement
<b>Roles</b>	Knows role, and fulfills it only <b>some of the time</b>		<b>Accepts</b> role and shows understanding <b>by fulfilling it</b>		Knows the roles of <b>self and others</b> , and uses the roles to <b>maximize</b> group effectiveness		<b>In addition</b> , uses group roles as opportunities to <b>use strengths or address areas of weakness</b>
<b>Work Ethic</b>	Completes <b>only some</b> assigned tasks		Completes <b>all assigned tasks by deadline</b>		Completes all assigned tasks by deadline; <b>work is quality, and advances the project</b>		<b>Models</b> consistently high standards for timeliness, quality, and ownership of work
<b>Team Support</b>	Either <b>doesn't help</b> , or occasionally helps, but <b>must be asked</b>		Predictably helps <b>when asked</b> by others, but only then		<b>Always</b> helps when asked, and <b>sometimes</b> offers help to others		<b>Actively checks in</b> to understand how others are progressing and how they can be of help



# LEARNING GOALS

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

decide on  
your own  
criteria or  
ignore



# SUCCESS CRITERIA

8	<b>Can you observe student responses?</b> <i>Can you see or hear what students do to accomplish the criteria?</i>	0	1	2
9	<b>Can you record data about student progress?</b> <i>For at least some of the criteria, are you able to track progress formally?</i>	0	1	2
10	<b>Are criteria aligned to learning goals?</b> <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	<b>Will your students understand the language of the criteria?</b> <i>Are new vocabulary and concepts intentionally and carefully introduced?</i>	0	1	2
12	<b>Will your students know what to do?</b> <i>Have students been able to ask questions (before or during the lesson)?</i>	0	1	2
13	<b>Will these criteria lead to success?</b> <i>If students successfully complete these criteria, will they achieve the learning goals?</i>	0	1	2



# THIS SESSION'S LEARNING GOALS



1. Understand the characteristics of high quality learning goals and success criteria.
2. Identify, evaluate, and revise learning goals.
3. Construct success criteria aligned to learning goals.



# THIS SESSION'S SUCCESS CRITERIA



1. Identify and discuss learning goals and success criteria of sample lessons.
2. Apply characteristics of high quality learning goals and success criteria to sample lessons.
3. Write and revise learning goals for sample lessons.
4. Write and revise success criteria for sample lessons.

# LEARNING GOALS

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# SUCCESS CRITERIA

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# Formative Assessment Lesson Planning Framework



LEARNING GOALS	SUCCESS CRITERIA	EVIDENCE-GATHERING OPPORTUNITIES	PLANNED PEDAGOGICAL RESPONSES
What is the learning intended by the end of this lesson?	What will students do to show they are progressing toward the Learning Goal?	How will teachers and students collect information about students' progress toward the Learning Goal?	What will teachers do in response to evidence about students' progress toward the Learning Goal?
			IF STUDENTS...
			THEN TEACHER WILL ...



# Thank you!

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**All session materials are free and available on the  
“Lesson Planning with Formative Assessment”  
spotlight page on [csai-online.org](https://www.csai-online.org)**

<https://www.csai-online.org/spotlight/lesson-planning-formative-assessment>



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