

LEARNING GOALS

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

SUCCESS CRITERIA

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