# **Module 2: Activity Sheet 1**

| What Makes a Good Learning Goal? | What Makes Good Success Criteria? |
| --- | --- |
| * Clear and linked to the big picture of learning (the purpose and the context for learning); * Focused on the learning; * Written/communicated from the students’ perspective (i.e., not in teacher- or standards-speak); * Realistic and time-limited (i.e. span one lesson); * Lead to rich, productive learning experiences. | * Clear and closely linked to the learning goal; * Continue to focus on the learning; * Illustrate the expected learning; * Written/communicated from the students’ perspective (i.e., not in teacher- or standards-speak); * Support rich, productive learning experiences |

**Which of the following Learning Goals and Success Criteria are strong? Why? Which are weak? Why?**

|  | Learning Goals | Success Criteria |
| --- | --- | --- |
| A | Today we are going to learn how different representations show proportional relationships. | * Make representations of proportional relationships * Check your work * Be sure you have put your name and date on your paper |
| B | Complete 10 questions on page 25. | * I can complete 10 questions accurately |
| C | I am learning how to add detail to my writing. | * I will know I am successful when I can write about:   + Who was there;   + When it happened;   + Where it happened;   + What happened. |
| D | Analyze the structure of a sonnet and how the structure and use of imagery contributes to the author’s meaning. | * Describe the rules and form of a sonnet * Describe how the sonnet form contributes to the meaning of the text, using explicit and inferred details for evidence * Explain how figurative language supports meaning, citing examples from the text |