# **Module 2: Activity Sheet 1 (Facilitator’s Copy—Cheat Sheet)**

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

**Which are weak? Why?**

|  | Learning Goals | Success Criteria | Facilitator Cheat Sheet |
| --- | --- | --- | --- |
| 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
 | The goal focuses on important learning but the criteria are more like a check list and do not give the students any specific idea about what meeting the goal entails. There is insufficient guidance for students and the teacher will not have access to student thinking about proportional relationships based on these criteria. If evidence gathering methods are aligned to these criteria, they will not yield actionable information for the teacher. |
| B | Complete 10 questions on page 25. | * I can complete 10 questions accurately
 | The goal is a direction, not a focus on learning and the success criterion relates to responding to the direction. There is no information in either the goal or the criteria that would provide insights into learning as it is developing. |
| 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.
 | This goal and criteria are for kindergarten students. The goal is clear and focused on what the student is learning. While the success criteria might appear like a checklist, they are appropriately linked to the goal and provide the students with an understanding about what adding detail entails. They also provide the teacher with guidance about what to look for in students’ writing to see how well they are meeting or have met the goal. |
| 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
 | This is a high-level goal that will engage the students in deep learning. The criteria are well aligned to the goal and will provide the teacher will clear guidance on how to elicit evidence. For example, he will be looking for descriptions (either written or oral or both) and for explanations (either written or oral). |