"The Guide"

Creating *Learning Goals*:

- Begin with **WALT** (<u>W</u>e <u>A</u>re <u>L</u>earning <u>T</u>o...)
- Re-state benchmark(s) and/or standard(s) *
- Use age-appropriate language
- Use action verbs
- Avoid how-to instructions and criteria
- Post it; explain to students why they are learning it

Creating *Success Criteria*:

- **WILF** (<u>W</u>hat <u>I</u> am <u>L</u>ooking <u>F</u>or...)
- "I can…" statements
- Support *Learning Goal*
- Link to learning activity
- Use age-appropriate language
- Adapt to rubric or scale
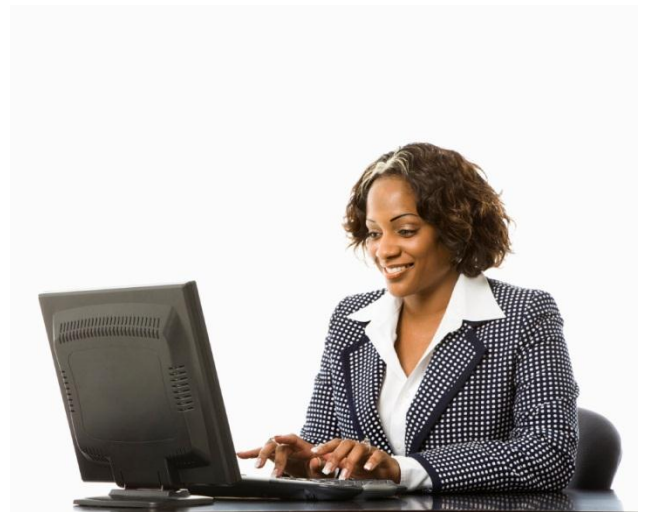
Hints for *Rubrics* and *Scales*:

- Use Success Criteria in column "3" on a 4-point scale
- "4" equates *"can help or teach others"* OR *"goes over and above requirements"*
- <u>Even</u> number of scores, plus "0" (everyone has a bad day; everyone's dog gets hungry)
- Build on an *"I can…"* sentence stem, when age-appropriate
- Add <u>up</u> from <u>zero</u> to the total number of earned points

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* In only the rarest cases will students' time be well-spent on an isolated benchmark or standard. *Learning Goals* should be based, in nearly <u>every</u> case, on a *combination* of benchmarks and/or standards. Likewise, it is entirely possible that it will be necessary to include a benchmark or standard in <u>more than one</u> *Learning Goal* for purposes of re-teaching a skill or concept, or teaching that skill or concept in greater depth. A particularly <u>complex</u> benchmark or standard may require several teachings in order to help students fully grasp all of its facets.