

FEEDBACK
FOCUS

Learning Goals and Success Criteria

SINGLE SESSION - Facilitation Guide

RESOURCES

- [Learning Goals and Success Criteria](#) (Google Slides)
- [Learning Goals and Success Criteria: Thought Catcher](#) (Google Doc)

SESSION PREP

SESSION GOALS

After you lead this session, participants will be able to:

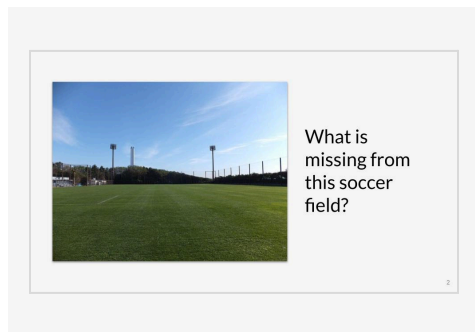
- clarify and share intentions, learning goals, and success criteria with students.

HOW TO PREPARE

1. Preview the session activities that follow. Preview the resources listed above. Take note of any additions or changes you would like to make.
2. Make a copy of the [Learning Goals and Success Criteria](#) Google slides. Edit for your needs.
3. Make a copy of the [Learning Goals and Success Criteria: Thought Catcher](#) Google document. Edit for your needs.
4. **Before the session**, invite participants to bring, or have electronic access to, an existing assignment or assessment. They will use this for the Tangible Takeaway at the end of the session.

SESSION FRAMEWORK

Slides 2-3



NOTE: Be sure participants are set up in partner pairs.

SAY: *Take a look at this photo of a soccer field. What is missing?*

or reflection on the photo.

SAY: *If a soccer field like this was missing the goal, it would be pretty obvious to players and coaches. But when it comes to assignments and projects, recognizing the goal (or recognizing there isn't a clear goal) isn't so easy.*

Our goal for today is to learn how to clarify and share intentions, learning goals, and success criteria with students.

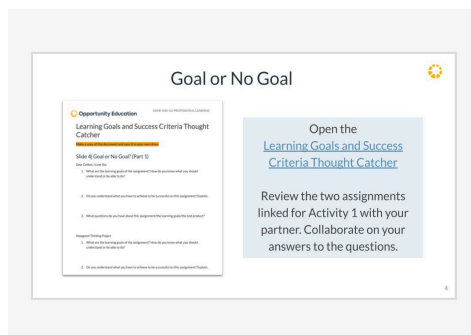


REFLECTION

SAY: *Please take a moment to quietly reflect on how you already do this in your classroom.*

Allow time for participants to reflect on their own experiences with learning goals and success criteria.

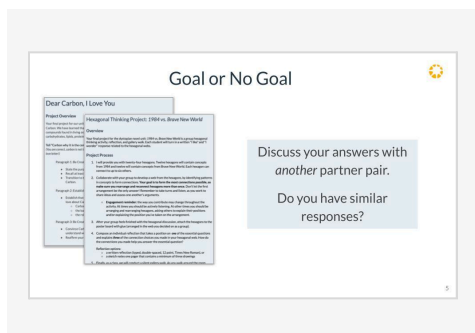
Slide 4



SAY: *The best way to see the impact of well-communicated learning goals and success criteria in an academic context is to start with examples, rather than an abstract discussion of these concepts.*

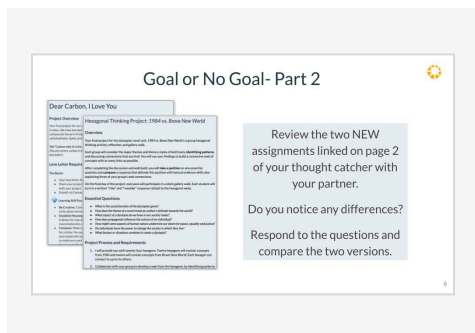
Please open your [thought catchers](#) and review the two assignments with your partner. Collaborate on responding to the questions. Each person needs a copy of the thought catcher.

Slide 5



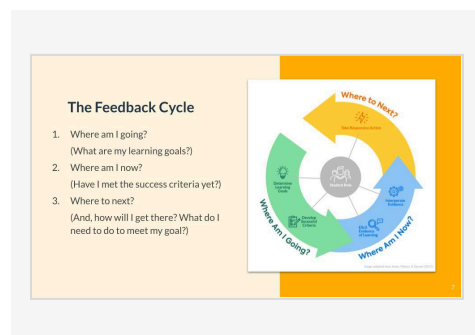
Allow time for each partner pair to join with another partner pair and discuss their answers. If time allows, open the discussion to the whole group.

Slide 6



SAY: Now, review the new assignments on your thought catchers. Do they look familiar? Yes, they have the same titles as the previous ones, but they are different assignments! Review and collaborate with your partner to respond to the questions in your thought catchers.

Slide 7



SAY: The last two activities illustrated how important it is to communicate clear learning goals and success criteria. For the rest of our time together today, you are going to work through a feedback cycle yourself, as the student.

You will...

- identify your learning goals and success criteria,
- reflect on the evidence of your learning, and
- take responsive action based on what you interpreted

Slide 8

Where are you going?

Use a [jigsaw](#) active learning strategy to explore two topics with your partners:

Topic 1: how to share learning goals with students, and

Topic 2: how to share success criteria with students.

Resources for both topics describe strategies for sharing learning goals and success criteria with students, including the use of exemplars to communicate and model this information.

You will be asked to evaluate these different methods and establish which strategies resonate best with you.

By the end, you will be able to take what you've learned about these two key concepts and make plans to apply chosen strategies in your classroom.



FEEDBACK FOCUS

SAY: *Where are you going?*

Use slide 8 to share the learning goals for this session. See suggested explanation below.

SAY: *Where are you going? We are going to use a [jigsaw](#) active learning strategy to explore two topics with partners:*

- 1. how to share learning goals with students, and*
- 2. how to share success criteria with students.*

You will look at resources for both topics that describe strategies for sharing learning goals and success criteria with students, including the use of exemplars to communicate and model this information.

You will be asked to evaluate these different methods and establish which strategies resonate best with you.

By the end, you will be able to take what you've learned about these two key concepts and make plans to apply chosen strategies in your classroom.

How are you going to do this? You will use the [jigsaw](#) cooperative learning strategy.

- With your home partner, decide who will investigate how to share learning goals with students and who will investigate how to share success criteria with students.*
- Collaborate with your expert group to explore the topic and take notes.*
- Then return to your home partner to share what you learned.*

But don't get started yet! First, let's think about all this information you just got.

Slide 9

Do I REALLY know where I'm going?

Reflect on the information you just received.

- What are your learning goals?
- How can you state your goal in your own words?
- How will you know if you are successful?

Answer these questions on your thought catcher.



FEEDBACK FOCUS

SAY: *Where are you going?*

SAY: *Let's practice a basic strategy that you can use with your own students, to help them understand where they are going. In order for students to have ownership of their learning and be able to self-assess, they need to be able to say where they are going, in their own words.*

Restate the learning goals that we just discussed in your thought catchers, before you get started with the activity. Establishing these learning goals now makes it possible for a student to reflect on their progress and understanding later.

Again, this exercise - sharing learning goals then asking students to personally restate them - is a basic strategy you can use with your own students.

Slide 10

Where are you going?

Learning Goals

Topic 1: How to share learning goals with students

Topic 2: How to share success criteria with students

Jigsaw Active Learning Strategy

1. With your "home partner," decide which topic each of you will research.
2. Find a new "expert partner" that has the same topic and review the resources on your thought catcher together.
3. Create a favorites or go-to list with your favorite ideas and the important concepts you discover. Consider how you could implement this in your own classroom.
4. Go back to your "home partner" and share with them what you have learned.

Leave up slide 10 with the activity directions that you've already reviewed while participants work.

Direct partners to get started by choosing who will investigate each topic.

Then allow ample time for participants to join their expert groups or partners and investigate the resources linked for their topic in the thought catcher.

Bring the group to a stopping point and allow ample time for participants to rejoin their home partners to share what they learned.

Both participants should have information on their thought catchers for both topics when done.

Slide 11

Where am I now?

Where am I now?
Have I met the success criteria yet?

Assess yourself!
(Use the rubric in your thought catcher.)

Criteria	Not Yet	On The Way	There! Accomplished!
Learning Objectives			
Success Criteria			
Assessment			
Exemplars			
Feedback			
Other			



FEEDBACK FOCUS

SAY: *Where am I now?*

Now that participants have completed the activity, ask them to reflect on whether or not they have met the success criteria yet. Ask them to review the rubric on their thought catchers and complete a self-assessment.

If several participants indicate that they are “not there yet”, consider a whole group activity to discuss confusion and concerns. If a smaller number of participants need support, consider creating a small group for discussion, review, and further research while other participants move on to the final activity.

Slide 12

Tangible Takeaway

Find an existing assignment or assessment and revise it to include...

- **Must do** - clear learning goals and transparent success criteria
- **Should do** - clear learning goals and an effective rubric
- **Aspire to do** - clear learning goals, an effective rubric, and one or two leveled exemplars

Then share your Tangible Takeaway with the group!

SAY: *The great thing about sharing learning goals and success criteria with students is that **you don't** always have to be the one giving feedback. Effectively sharing expectations and providing exemplars and rubrics means that students also have the tools to correct course on their own.*

Keeping that in mind, and using what you learned today, you have 3 options for your Tangible Takeaway, all of which start with an existing assignment or assessment that you have.



TANGIBLE TAKEAWAY

Find an existing assignment and revise it to include...

- **Must do** - clear learning goals and transparent success criteria
- **Should do** - clear learning goals and an effective rubric
- **Aspire to do** - clear learning goals, an effective rubric, and one or two leveled exemplars

Then share it with the group!

Allow time for participants to work on their Tangible Takeaways.



TIME CRUNCH

If time is limited, move straight to Slide 13 and ask participants to reflect on the “Where to next?” questions. Invite participants to complete the Tangible Takeaway in a follow-up session or asynchronously.

Slide 13

Where to next?

- What steps can I take to incorporate my favorite learning goal and success criteria ideas in my classroom?
- What questions do I still have for the facilitator or group?
- What do I need to review or learn more about before implementing in my classroom?

13



FEEDBACK FOCUS

SAY: *Where to next?*

After participants complete their Tangible Takeaways, discuss opportunities for growth. Invite them to complete a reflection using the following questions as a guide.



REFLECTION

- What steps can I take to incorporate my favorite learning goal and success criteria ideas in my classroom?
- What questions do I still have for the facilitator or group?
- What do I need to review or learn more about before implementing in my classroom?

Get more resources like this at www.opportunityeducation.org/resources