“The Guide”

Creating Learning Goals:

- Begin with **WALT** (We Are Learning To...)
- 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** (What I am Looking For...) 
- “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”
- Even 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 up from zero to the total number of earned points

* In only the rarest cases will students’ time be well-spent on an isolated benchmark or standard. Learning Goals should be based, in nearly every 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 more than one Learning Goal for purposes of re-teaching a skill or concept, or teaching that skill or concept in greater depth. A particularly complex benchmark or standard may require several teachings in order to help students fully grasp all of its facets.