

Checklist for Classroom Learning Goals

- ___ 1. The classroom learning goal truly calls for **learning** and **can be assessed**. It is not an instructional strategy OR merely an activity for students to accomplish. It is a large enough portion of the benchmark to be **worth** assessing.
- ___ 2. The classroom learning goal sentence begins with the reference to the benchmark and ends with the reference to the curriculum **if at all possible**.
- ___ 3. The classroom learning goal type (knowledge, reasoning, skill, performance/product) aligns with the type of benchmark (knowledge, reasoning, skill, performance/product) on which it is based.
- ___ 4. The type of assessment (selected response, extended written response, performance assessment, personal communication) selected to measure the classroom learning goal appropriately aligns to the learning goal **and** is reasonable for the classroom situation.

Note: **Generally speaking**:

- a. A benchmark may easily be split into or require more than one learning goal
- b. One learning goal may encompass some pieces or the whole of the intent of two benchmarks
- c. A single learning goal may successfully encompass parts of three or more benchmarks **but** we've only seen **one** and that was in elementary music