

Desired Academic Outcomes
Learning Intention and Success Criteria identified

<u>Effective</u>	<u>Not Effective</u>
Students will be able to identify the rising action, climax, and falling action of a short story to learn about <u>plot structure</u> .	Students will be able to write a full-length research paper and present their findings by the end of the class period. Unclear. What is the learning intention? Content?
Students will be able to identify evidence from patterns in rock formations to learn about <u>how geological features are formed</u> .	Students will read Chapter 5, complete the worksheet, and look up vocabulary words. Not enough information, content? What is the learning intention?
Students will contrast the tone of two Romantic authors to learn about <u>how writers use tone</u> in an expository paragraph.	Students will be able to add two fractions. Trying to be both the learning intention and success criteria. Unclear. Consider changing to, "SWBAT <u>identify common denominators by adding fractions</u>."
Students will be able to diagram and explain the <u>life cycle of a butterfly</u> .	Kindergarteners will be able to <u>recall parts</u> of the story, write a summary of <u>what happened</u> , and predict <u>what will happen</u> . Too many success criteria, chunk into smaller parts and DOA. Content of story?
Students will compare and contrast <u>significant events in WWI and WWII that occurred after each conflict</u> .	Students will <u>understand the significance</u> of World War II. How? Through significant battles? No success criteria.