

Save the Leatherbacks!

High School Geometry Performance Task

Co-Developed by:

Antelope Valley Geometry Team,

Los Angeles County Office of Education,

and

Stanford Center for Assessment, Learning and Equity (SCALE)

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Introduction

In the spring of 2015, instructional leaders from across Los Angeles County participated in a 2-day Building Educator Assessment Literacy (BEAL) project as a means to strengthen their understanding of the connection between the expectations of the state content standards and constructed response items on the state's annual assessments in English Language Arts/Literacy and Mathematics. Beyond a "scoring calibration" session, the BEAL project provided participants with tools to connect assessment to instructional practice. Subsequent training-of-trainer sessions were scheduled to equip instructional leaders to replicate the BEAL workshop in their respective districts.

These teacher-leaders requested a subsequent process be formulated to foster their understanding of what constitutes a valid and reliable performance task. Members of the Antelope Valley Curriculum Advisory Council consulted with the Stanford Center for Assessment, Learning and Equity (SCALE) to investigate the possibility of identifying classroom teachers and instructional coaches from their districts to work with SCALE experts to develop performance tasks to administer across participating districts. Facilitated by SCALE, 43 instructional leaders representing Antelope Valley Joint Union High School District, Eastside Union School District, Gorman School District, Keppel Union School District, Lancaster School District, Palmdale School District, Westside Union School District and Wilsona School District worked collaboratively over the course of four sessions spaced across the 2016-17 school year to create grade level performance tasks.

Antelope Valley Common Assessment Project Expected Outcomes:

1. The development, administration and scoring of a performance task specific to each grade level for students in grades one through grade 12.
2. Capacity building of teacher leaders in the development of new assessment items and the vetting of existing teacher-made and commercially developed assessment items.
3. The impact on student learning evidenced by the collaborative review of student work products with the intention of identifying and replicating best practices in teaching and learning.
4. Building a community of teacher-leaders across districts who can share best practices and work collaboratively to address issues of equity within and across school and district boundaries.

Theresa Morris and Susan Schultz from SCALE provided guidance for the development, administration, scoring and vetting of the performance tasks under contract to the Los Angeles County Office of Education. We are indebted to them for their tenacity in ensuring the Project's success. The performance tasks co-developed by the instructional leaders from the Antelope Valley districts and SCALE are available under a *Creative Commons Attribution*.

Classroom Activity

Geometry – Save the Leatherbacks!

Time Needed: 10-20 minutes

Materials Needed: Equipment to display the PowerPoint

Purpose:

This classroom activity and discussion provides students an opportunity to discuss and become familiar with leatherback sea turtles; dangers to the leatherback sea turtle nests; and how we can help protect their nests.

Please read through the entire *Save the Leatherbacks!* Classroom Activity and preview the PowerPoint and embedded video before beginning the activity with students to ensure any classroom preparation can be completed in advance. The video shows turtle eggs hatching and the young turtles moving towards the ocean.

Main Ideas for Students to Understand:

- Turtles lay eggs on the beach
- Turtle egg nests need to be protected
- Sea turtles are an endangered species

Key Terms:

- **Leatherback Sea Turtle** – The Leatherback is the largest of all living turtles. Leatherbacks live in the ocean but lay their eggs on the beach. The Leatherback is an endangered species.
- **Nests** – A place where an animal lays eggs.

Facilitator says:

- Today, we are going to participate in a Classroom Activity. Our discussion will help prepare you for the *Save the Leatherbacks!* performance task.

Follow the questions within the PowerPoint and provide opportunities for students to respond to the questions. Ask questions to ensure students understand the Main Ideas and Key Terms.

At the conclusion of the PowerPoint

Facilitator says:

- You are now ready to complete the *Save the Leatherbacks!* performance task.

Classroom Activity developed by the Geometry Antelope Valley Team to support student familiarity with science context within the associated performance task.

Save the Leatherbacks!

Name: _____

Date: _____

Leatherback sea turtles nest along the California shoreline. One of the most dangerous times in the lifecycle of a turtle is when it is nesting and hatching. People, lights, and noise negatively affect the nesting habitat.

The Environment Club wants to protect the nesting leatherback sea turtles by building a temporary fence to keep people from disturbing the nests. Your task is to determine where to build fencing to protect each nest that also allows people to have access to the beach and shoreline.

You are working with Jacqueline and Saul.

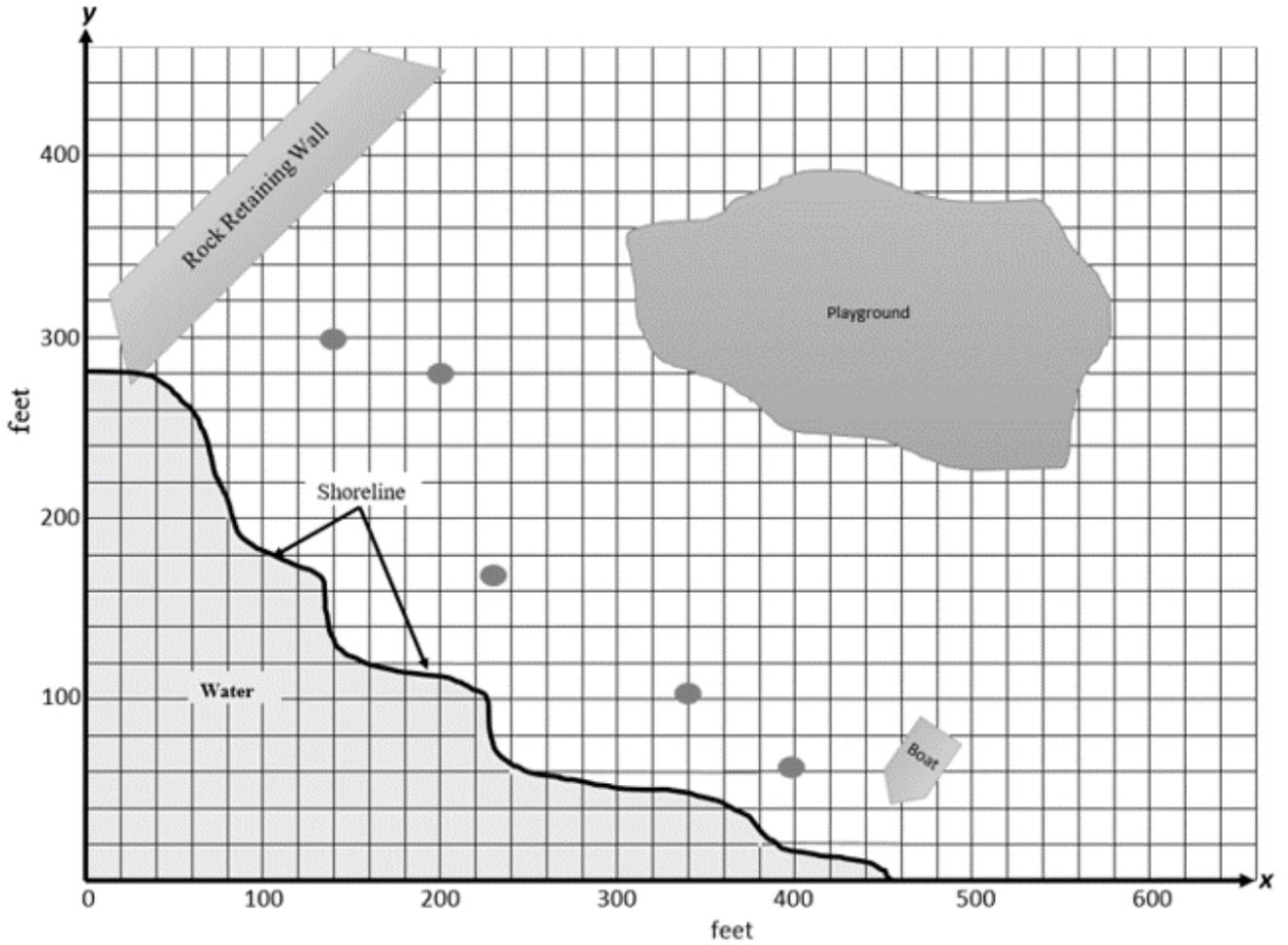
Read the facts about the requirements for building a fence.

Fence Requirements:

- A fence must be at least 40 feet away from a nest.
- A fence cannot block any nest from the shoreline.
- A fence cannot be built on the retaining wall.

The Environment Club created a map (shown on next page) to show the retaining wall, shoreline, and nests. Currently there are five nests. The nests are **not** drawn to scale.

Map of Leatherback Sea Turtle Nests



KEY

● represents one Sea Turtle Nest

1. Write the coordinates for each sea turtle nest.

a. _____

d. _____

b. _____

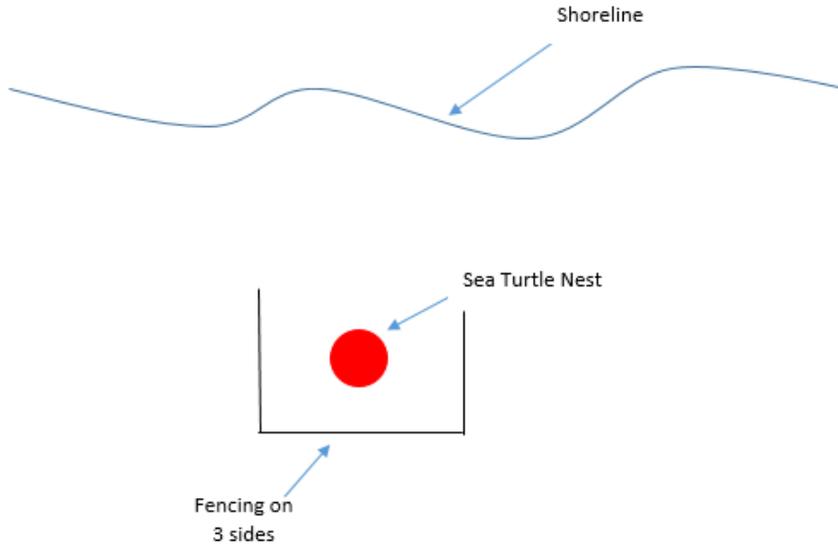
e. _____

c. _____

2. Saul claims there must be a minimum of 80 feet between two nests for a fence to be built between them. Do you agree or disagree with Saul's claim? Justify your decision.

3. A common strategy is to build a fence on 3 sides of a nest. This protects the nests and still allows people to access the beach. The diagram provides an illustration of this strategy.

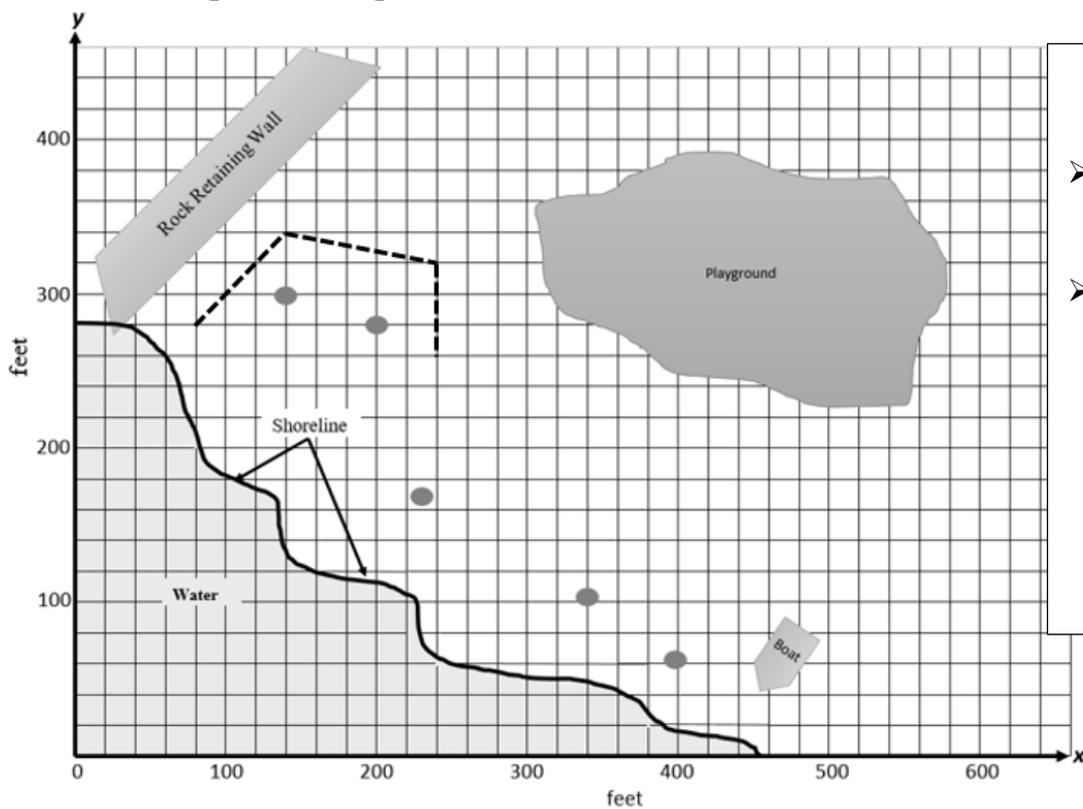
Diagram:



Is it possible to use this strategy for **any** of the nests shown on the **Map of Leatherback Sea Turtle Nests**? Justify your decision.

4. Jacqueline has drawn where she thinks the fence should be placed to protect two of the nests.

Jacqueline's Map of Fence to Protect Two Turtle Nests



- Facts about Jacqueline's Fence**
- Each length of the fence creates a line segment.
 - The coordinates for the end points or vertices of the fence are:
 - (80, 280)
 - (140, 340)
 - (240, 320)
 - (240, 260)

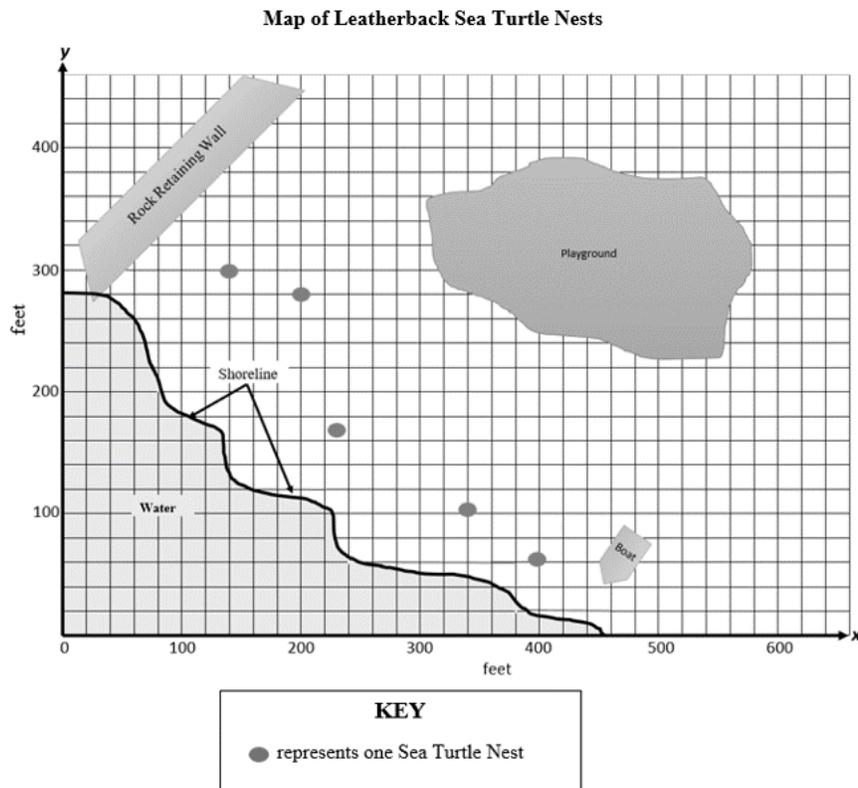
KEY

- represents one Sea Turtle Nest
- represents Jacqueline's Fence

Does Jacqueline's placement of her fence meet the **Fence Requirements**? Justify your decision.

5. What is your recommendation?

Part A: Draw and label, on the map, where you would place fencing to protect each sea turtle nest.



Part B: Provide coordinates for each vertex and end-point for every fence drawn on the map.

Grade Level: Geometry

Name of Task: Save the Leatherbacks

Question	SBAC Claim	SBAC Targets (2)	DOK Level	CCSS (2 or more)	SMP (2 or more)	Point Value
1	2	D, A	2	5.G.A.2	1, 2, 6	2
2	3	A, F	3	HSN.Q.A.1. HSG.MG.A.3	1, 2, 6	1
3	4	F, E	3	HSG.MG.A.3, 8.G.B.8, 7.G.A.1	1, 2, 3, 4, 5, 6	2
4	3	F, A	3	HSG.MG.A.3, 8.G.B.8, 7.G.A.1	1, 2, 3, 4, 5, 6	2
5	2	A, D	2	5.G.A.2, HSG.MG.A.3	1, 2, 4, 5, 6	2
6	4	E, B	3	HSG.MG.A.3, 8.G.B.8, 7.G.A.1	1, 2, 3, 4, 5, 6	2



SCALE

Stanford Center for Assessment, Learning, & Equity

Rubric Save the Leatherbacks!

1. Full credit: 2 points

- Student provides 5 of 5 coordinates correctly (in any order)
 - (140, 300), (200, 280), (230, 170), (340, 100), and (400, 60)

Partial credit: 1 point

- Student provides 3 or 4 correct coordinates (in any order)

2. Full credit: 1 point

- Student explains or shows that the claim is true (distance between two consecutive nests must be at least 80 feet).
OR
- Student explains that the width of the fence implies that the distance must be slightly greater than 80 feet.

3. Full credit: 2 points

- Student identifies which nest (located at (230, 170)) can use the strategy AND provides justification showing appropriate calculations, or provide an explanation

Partial credit: 1 point

- Student provides correct number location of nest BUT does not provide justification
OR
- Student provides an incorrect location(s) BUT uses a correct process/approach which includes a calculation error.

4. Full credit: 1 point

- Student explains or shows that the fence does NOT meet the guidelines by either using the diagram, showing appropriate calculations, or provide an explanation. (The fence at point (120 300) is within 40 feet of the nest – either by actually determine the distance or referring to the map and that each unit is 20 feet).

Question Specific Rubric

5. Full credit: 2 points

- Student provides correct coordinates correctly for **90% or more** of the vertex and end-point of the fence drawn on map (Part A). All coordinates listed must be correct.

Partial credit: 1 point

- Student provides correct coordinates for 75% of the end-points of the fence drawn on map (Part A). Between 75 and 89% of the vertex and end-points of the fence are listed with correct coordinates.

6. Full credit: 2 points

- Student provides justification (showing calculations, diagram on map, and/or explanation) for placement for each segment of fencing drawn on map (Part A of Q5). Must justify that no point on the fence is within 40 feet not just the end-points.

Partial credit: 1 point

- Student provides justification for placement for 75% of the segments of fencing drawn on map (Part A of Q5)

Question 3 Sample of Student Work

Sample A:

The nest at $(230, 170)$. I sketched a circle with radius of 40 feet around this nest as well as the next closest nests. The circles did not intersect so I know the distances are greater than 80 feet.

Score: _____

Sample B:

Yes this type of fence would perfectly fit into the map if it were placed at coordinate C due to the fact C does not need any special arrangements and this strategy would allow for more space to available.

Score: _____

Sample C:

Yes it is possible to use this strategy for at least one of the nests shown on the map or leatherback sea turtle nests. The nest that is located at (230, 150) is the most lonely so that one has a chance of having fencing on three sides.

Score: _____

Sample D:

Yes, it is possible to use this strategy because it is the realistic fencing for the Turtle Nests. The fencing are 40 feet away from each other and the measure of the units are 20. This means that the diagonal is $40\sqrt{2}$.

Score: _____

Sample E:

No, I don't agree with this because the fence is way too far from the shoreline. Meaning the turtles won't be able to survive.

Score: _____

Sample F:

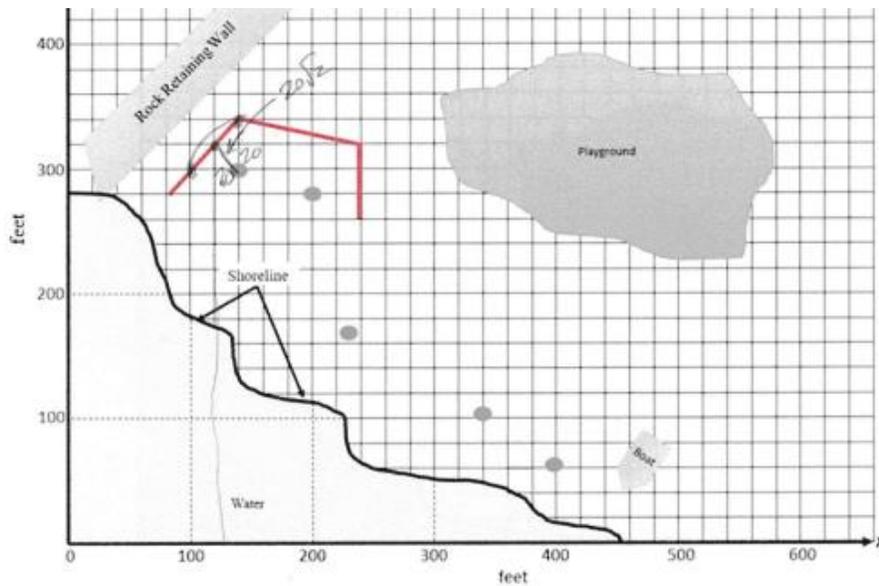
This strategy is possible for all of the Leatherback Sea turtle nests. You could use this strategy for the nests so the beach goers can still reach the water but it's not the best strategy (nationally wide). But yes it is possible.

Score: _____

Scores and Rationale for Question 3 Samples

Question 3		
Max Points: 2		
Sample	Score	Description and Rationale
A	2	Student correctly identifies nest and provides justification.
B	2	Student correctly identifies that the nest the student labeled C meets the requirement. Provides minimal justification to receive full credit.
C	2	Student correctly uses an incorrect response from question 1 (230, 150) to identify the correct nest that would work for this question. Student earns 2 points for their answer by identifying the correct nest despite using the incorrect coordinates (based on previous answer).
D	1	Student response does not identify a correct location but does use a correct process/approach which includes a calculation error. Student incorrectly places the fencing on the map.
E	0	Student response does not identify the correct nest and uses the diagram instead of the map to justify their response.
F	0	Student response does not identify the correct nest coordinates from the map. Student response is based on the diagram given.

Question 4:
Sample G:



KEY
● represents one Sea Turtle Nest

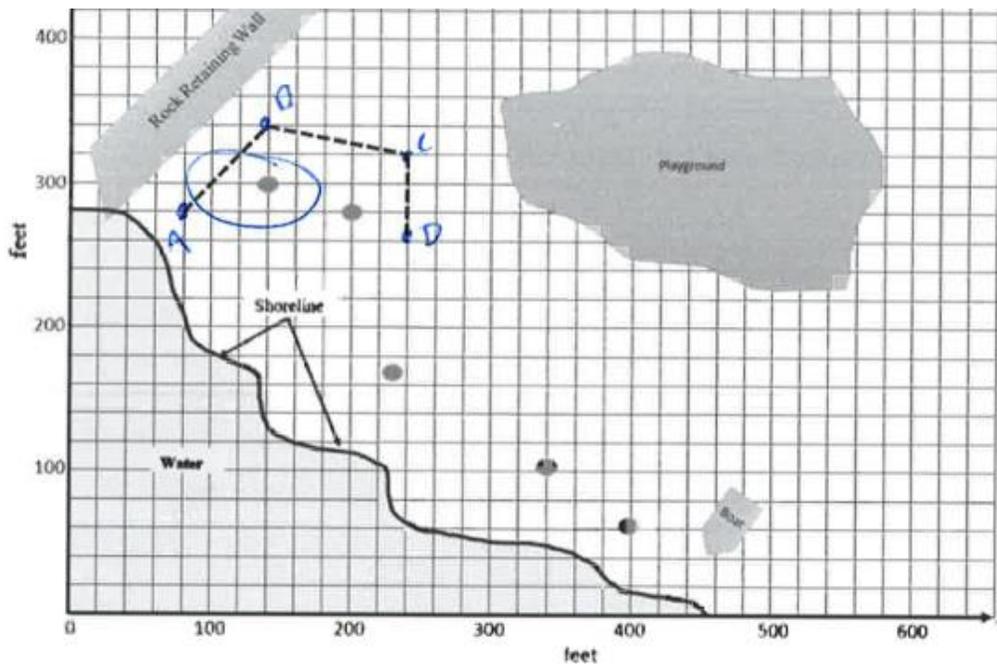
- Jacqueline's Fence**
- Each length of the fence creates a line segment.
 - The coordinates for the end points or vertices of the fence are:
 - (80, 280)
 - (140, 340)
 - (240, 320)
 - (240, 260)

Does Jacqueline's placement of her fence meet the **Fence Requirements**? Justify your decision.

Jacqueline's placement does not meet the requirements. The fence passes through the point (120, 320). The distance between the nest and fence at that point is $20\sqrt{2}$ ft which is less than 40 ft. An easy way to tell is to draw an arc from (100, 300) to (140, 340) and it is clear that the fence is inside the arc which means it's closer than 40 ft because the radius of the arc is 40 ft.

Score: _____

Sample H:



Jacqueline's Fence

- Each length of the fence creates a line segment.
- The coordinates for the end points or vertices of the fence are:

- A • (80, 280)
- B • (140, 340)
- C • (240, 320)
- D • (240, 260)

KEY

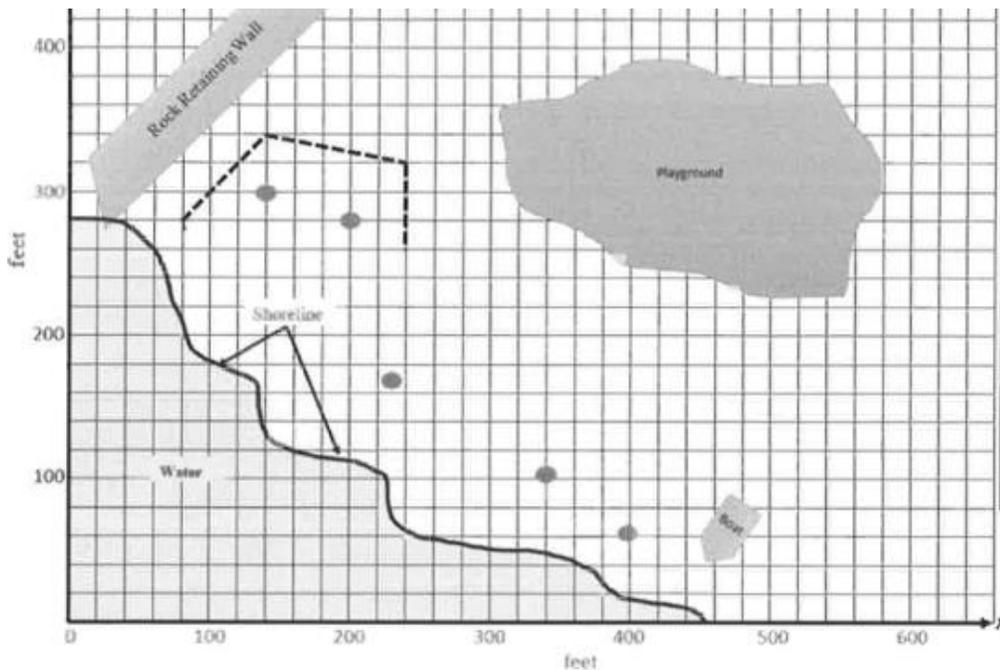
- represents one Sea Turtle Nest
- represents Jacqueline's Fence

Does Jacqueline's placement of her fence meet the **Fence Requirements**? Justify your decision.

Jacqueline's placement of her fence does not meet the fence requirements. Bullet point A-B the side is 20 feet away from the nest when it has to be 40 feet away. Shown in the guidelines on page "1". Also Jacqueline's fence is not completely secure for the turtles because CD is too short not enclosing the turtles in her enclosure.

Score: _____

Sample I:



Jacqueline's Fence

- Each length of the fence creates a line segment.
- The coordinates for the end points or vertices of the fence are:

- (80, 280)
- (140, 340)
- (240, 320)
- (240, 260)

KEY

- represents one Sea Turtle Nest
- represents Jacqueline's Fence

Does Jacqueline's placement of her fence meet the **Fence Requirements**? Justify your decision.

yes, it doesnt block the shore line and covers ~~the~~ the nest just right. its the right space away (40 feet) from the nest

Score: _____

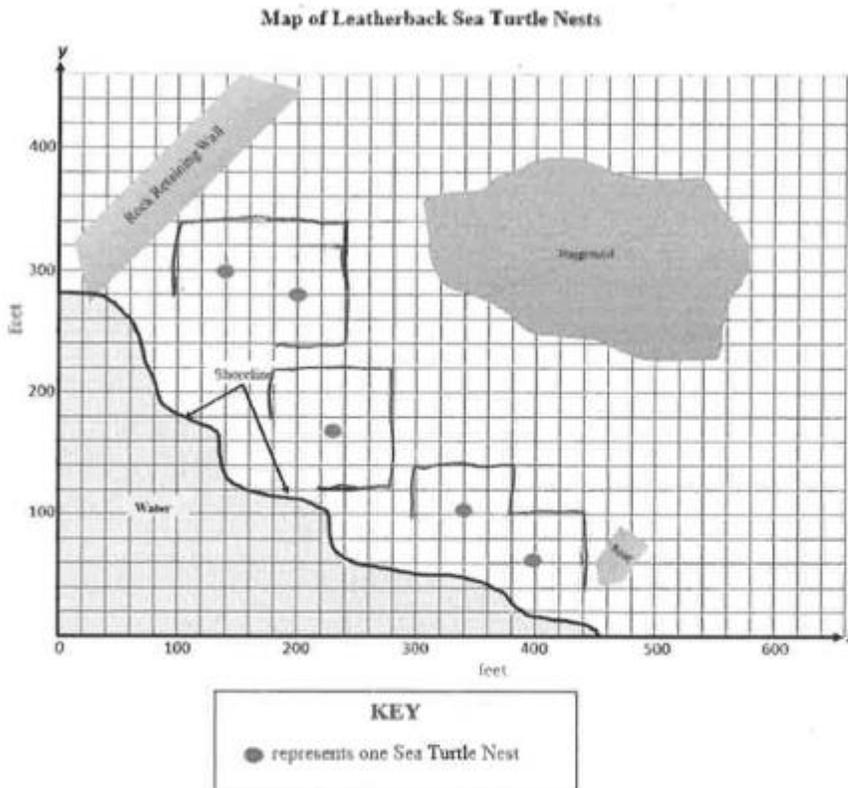
Scores and Rationale for Question 4 Samples

Question 4		
Max Points: 1		
Sample	Score	Description and Rationale
G	1	Student response indicates that the fence does not meet the guidelines. Student response uses the diagram and provides an explanation to justify the answer.
H	1	Student response identifies where the fence is too close on the diagram and gives an explanation that the nest is only 20 ft. away from the fence. The additional information and the lack of exactness (20 ft away) does not detract from the overall explanation that the fence is less than 40ft away from the nest.
I	0	Student response incorrectly claims that the fence meets the requirements, although there was mathematical reasoning.

Question 5:

Sample J:

Part A: Draw and label, on the map, where you would place fencing to protect each sea turtle nest.



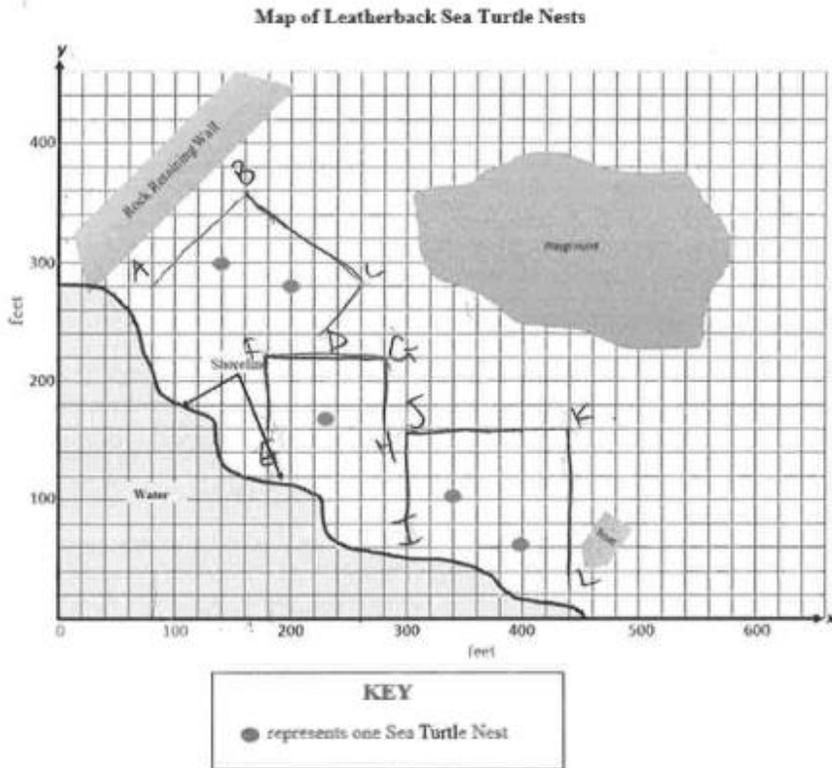
Part B: Provide coordinates for each vertex and end-point for every fence drawn on the map.

$(100, 280)$ $(100, 340)$ $(240, 340)$ $(240, 240)$ $(180, 240)$
 $(180, 180)$ $(180, 220)$ $(280, 220)$ $(280, 120)$ $(220, 120)$
 $(300, 100)$ $(300, 140)$ $(380, 140)$ $(380, 100)$ $(440, 100)$
 $(440, 40)$

Score: _____

Sample K:

Part A: Draw and label, on the map, where you would place fencing to protect each sea turtle nest.



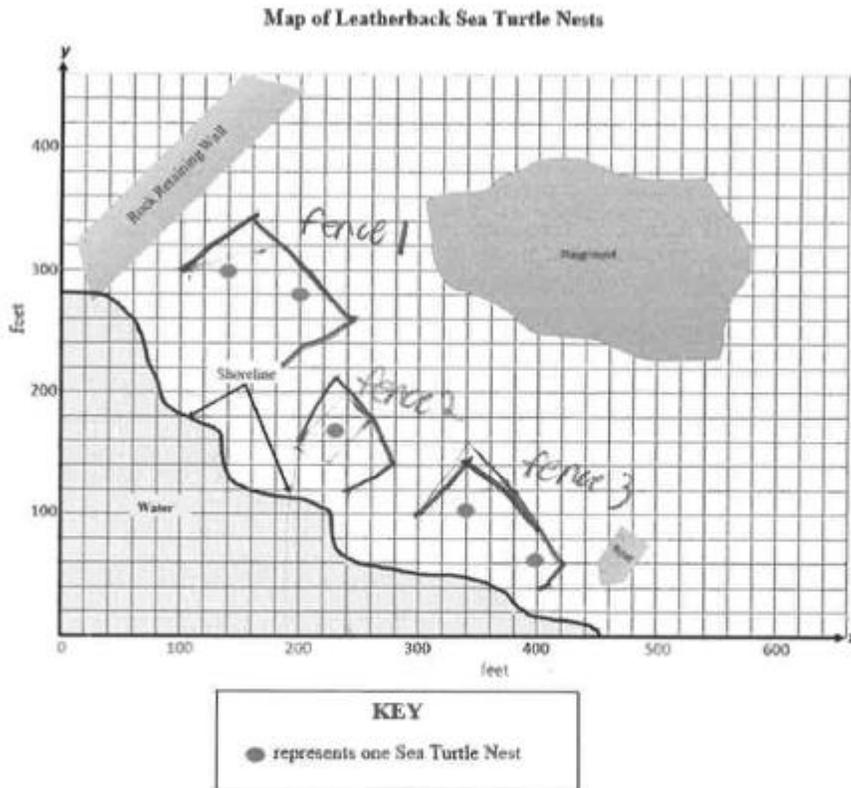
Part B: Provide coordinates for each vertex and end-point for every fence drawn on the map.

A x=80 y=280, B x=160 y=360, C x=260 y=280 D
E x=180 y=140 F x=180 y=220 G x=280 y=220 H x=280 y=160
I x=360 y=80 J x=300 y=160 K x=440 y=160 L x=440 y=40

Score: _____

Sample L:

Part A: Draw and label, on the map, where you would place fencing to protect each sea turtle nest.



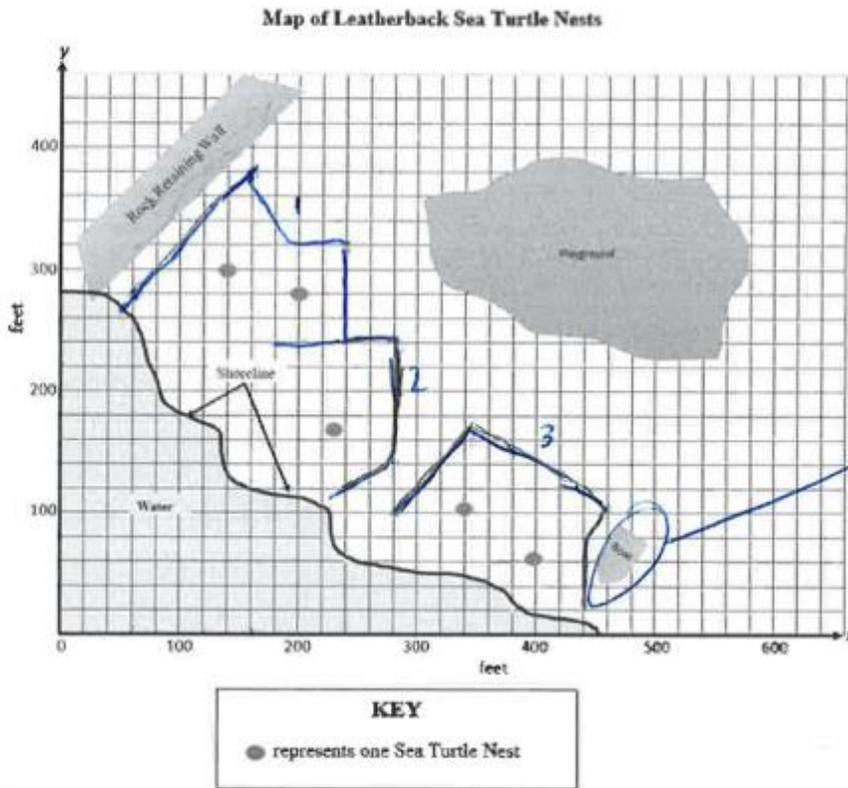
Part B: Provide coordinates for each vertex and end-point for every fence drawn on the map.

<p><i>fence 1</i></p> <p>(100, 300)</p> <p>(160, 340)</p> <p>(240, 260)</p> <p>(180, 220)</p>	<p><i>fence 2</i></p> <p>(200, 260)</p> <p>(230, 240)</p> <p>(280, 140)</p> <p>(240, 180)</p>	<p><i>fence 3</i></p> <p>(300, 100)</p> <p>(340, 140)</p> <p>(420, 60)</p> <p>(400, 40)</p>
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Score: _____

Sample M:

Part A: Draw and label, on the map, where you would place fencing to protect each sea turtle nest.



Part B: Provide coordinates for each vertex and end-point for every fence drawn on the map.

Fence 1: (60, 280) (130, 300) (200, 320) (240, 240)

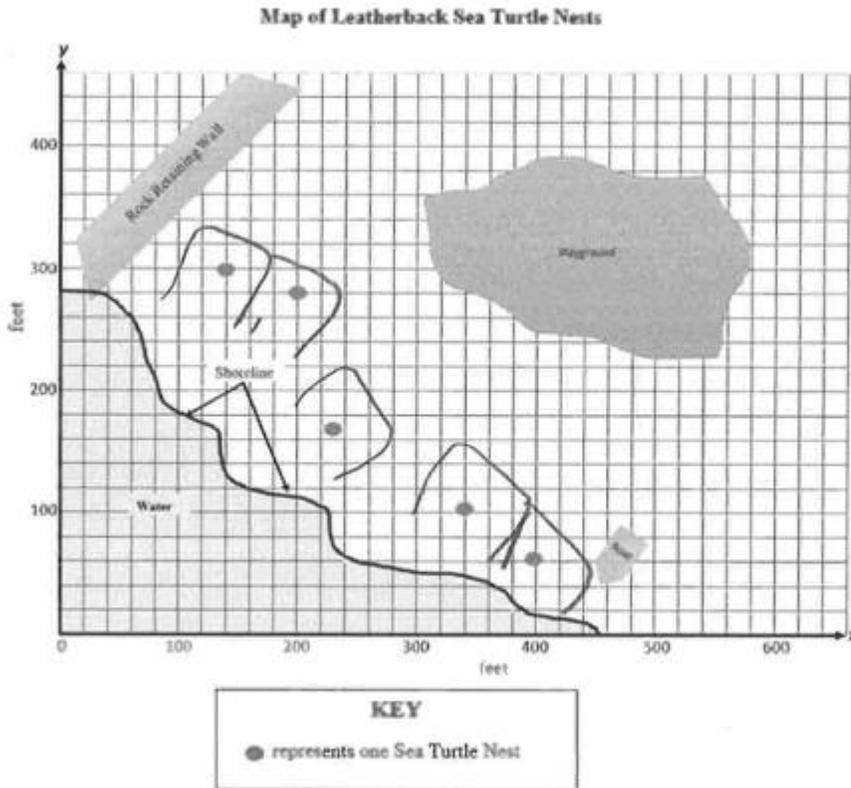
Fence 2: (180, 240) (280, 240) (280, 140) (240, 120)

Fence 3: (280, 100) (340, 160) (460, 100) (440, 20)

Score: _____

Sample N:

Part A: Draw and label, on the map, where you would place fencing to protect each sea turtle nest.



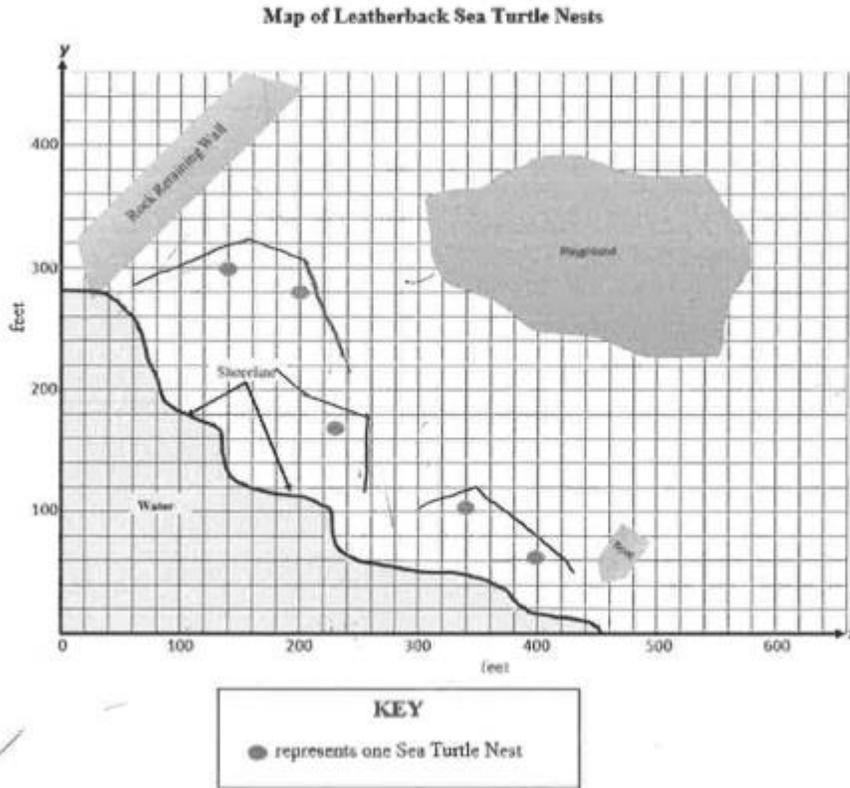
Part B: Provide coordinates for each vertex and end-point for every fence drawn on the map.

Score: _____

Question 5 Student Samples and Scoring Guide

Sample O:

Part A: Draw and label, on the map, where you would place fencing to protect each sea turtle nest.



Part B: Provide coordinates for each vertex and end-point for every fence drawn on the map.

(400, 40), (300, 250), (100, 40)

Score: _____

Scores and Rationale for Question 5 Samples

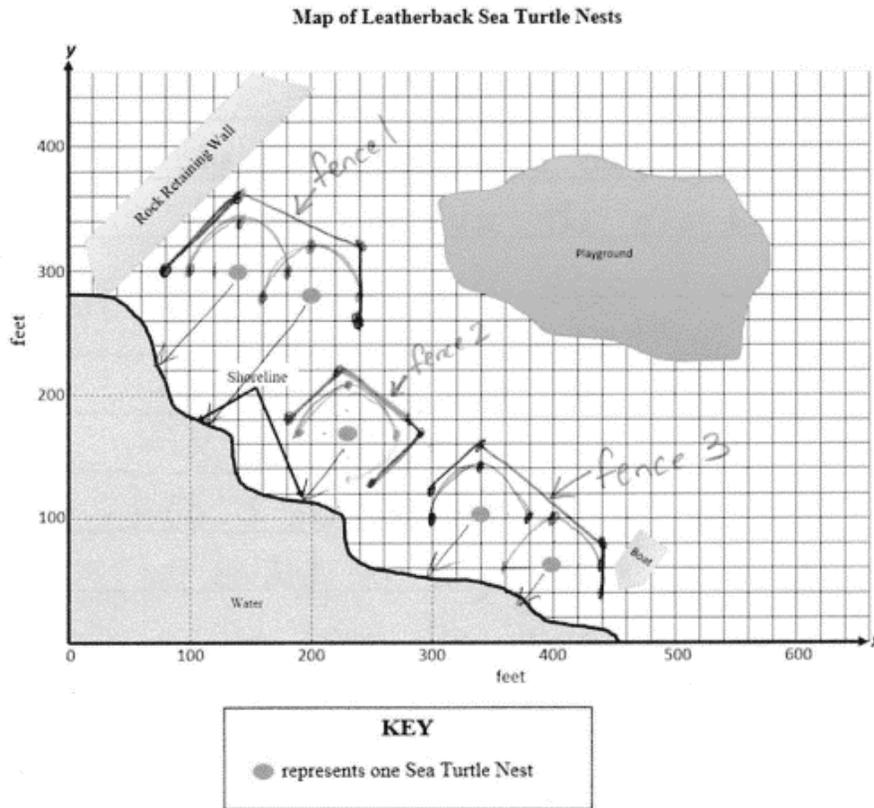
Question 5		
Max Points: 2		
Sample	Score	Description and Rationale
J	2	Student response listed all of the coordinates of each vertex and endpoint correctly.
K	2	Student response listed over 90% of the vertices and endpoints drawn on the map. All of the points listed had correct coordinates. Student omitted listing only one of their points. All coordinates given were correct.
L	1	Student listed the coordinates of each vertex and endpoint. One of the coordinates was incorrect (over 75% of coordinates correct).
M	1	Student response is missing three of the vertices and/or endpoints (less than 90% listed). One of the coordinates listed is incorrect (over 75% of coordinates correct).
N	0	Student response includes fences drawn on the map, but does not list any coordinates.
O	0	Student response includes fences drawn on the map, but less than 75% of the coordinates are incorrect.

Question 6 is dependent upon student response to Question 5.

Sample P:

Dependent: Question 5:

Part A: Draw, on the map, where you would place fencing to protect each sea turtle nest.



Part B: Describe where you placed each fence and provide the coordinates for your fencing. (each vertex and end-point).

fence 1: $(80, 300)$, $(140, 380)$, $(240, 320)$, and $(240, 260)$

fence 2: $(180, 180)$, $(220, 220)$, $(290, 170)$, and $(250, 130)$

fence 3: $(300, 120)$, $(340, 160)$, $(440, 80)$, and $(440, 40)$

I placed the fence on three sides of each nest and provided an opening towards the shoreline.

Sample P (continued)

Student response to Question 6:

Requirements

- ① fence ≥ 40 ft from nest
- ② not a barrier btwn nest and water
- ③ not on rock wall

6. Prove that the placement of your fencing meets the **Fence Requirements**.

Fence 1 ① I sketched arcs with a radius of 40 ft then drew the fence outside or tangent to the arcs. I know the last fence segment is tangent because the arc has radius 40 and the fence segment passes through the endpoint of the radius.

② The fence is open to the shoreline

③ The fence is not on the rock wall

Fence 2 ① I sketched $\frac{3}{4}$ circle because this fence needed to angle more towards the shoreline. I know the fence is greater than 40ft away because it does not touch the arcs.

② The fence is open to the shoreline

③ The fence is not on the rock wall

Fence 3 ① I used the same process as fence 1. The fence is beyond or tangent to the arcs so I know the fence is greater than or equal to 40 ft away from each nest.

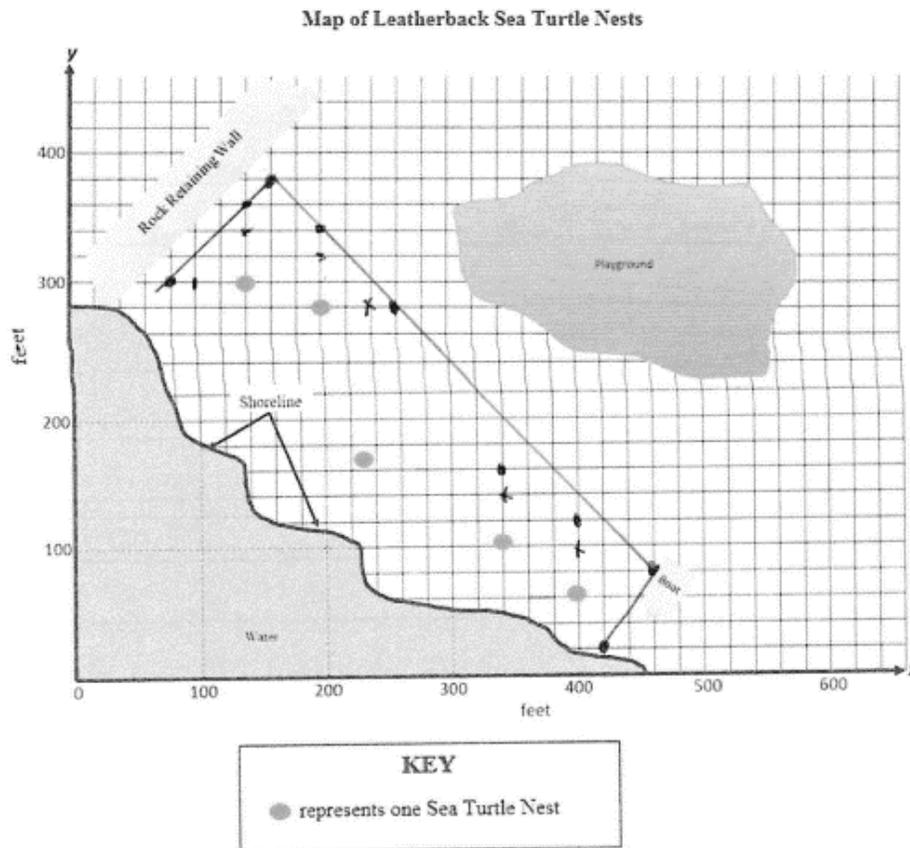
② The fence is open to shoreline

③ The fence is not on the rock wall.

Score: _____

Sample Q: Dependent: Question 5:

Part A: Draw, on the map, where you would place fencing to protect each sea turtle nest.



Part B: Describe where you placed each fence and provide the coordinates for your fencing. (each vertex and end-point).

Put fence around all nests.
 Endpoints and vertex at $(80, 300)$, $(160, 380)$, $(460, 80)$, $(420, 20)$

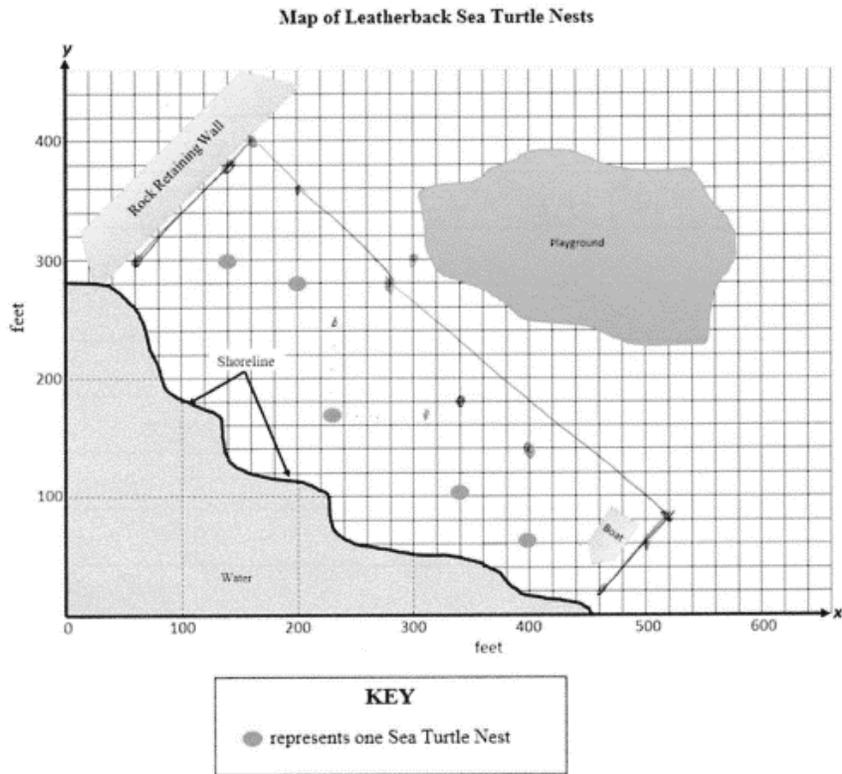
6. Prove that the placement of your fencing meets the Fence Requirements.

I marked 40 ft away from each nest on the map.
 Then went 20 more feet so the line segment connecting the endpoints would be greater than 40 ft. Then I connected the 4 endpoints to make the line segments for the fence.

Score: _____

Sample R: Dependent: Question 5:

Part A: Draw, on the map, where you would place fencing to protect each sea turtle nest.



Part B: Describe where you placed each fence and provide the coordinates for your fencing. (each vertex and end-point).

I put the fence 40 ft from each nest by counting on the map.
 vertex: (30, 300), (130, 400), (510, 40), (430, 10)

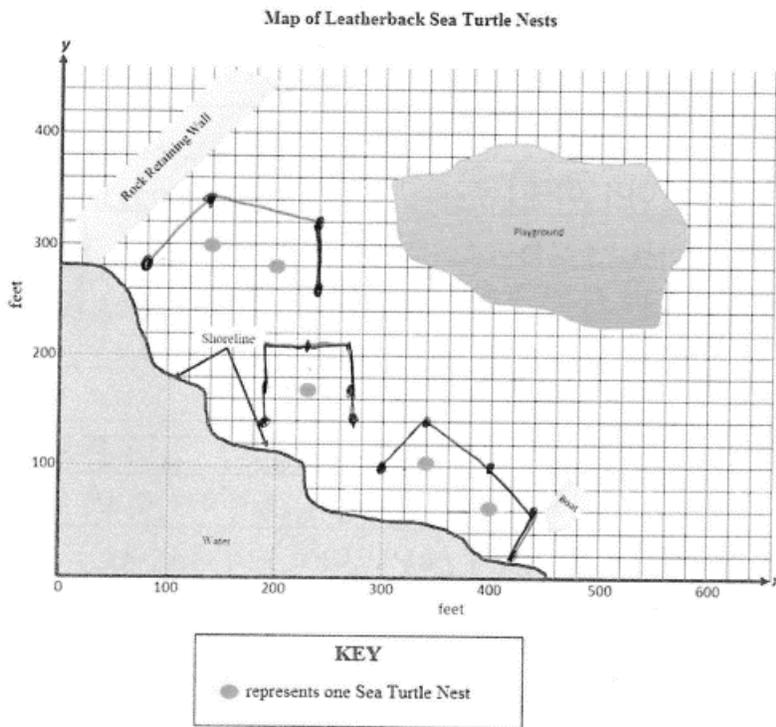
6. Prove that the placement of your fencing meets the **Fence Requirements**.

Count the squares on the map to find the distance between the nests and the fence.
 I put a dot at 40 ft and made sure the fence was behind 40 ft.

Score: _____

Sample S: Dependent: Question 5:

Part A: Draw, on the map, where you would place fencing to protect each sea turtle nest.



Part B: Describe where you placed each fence and provide the coordinates for your fencing. (each vertex and end-point).

fence 1 is same as Jacqueline's
 fence 2 (190, 140), (190, 210), (290, 210), (290, 140)
 fence 3 (300, 100), (340, 140), (440, 60), (420, 20)

fences are on three sides of each nest.

Sample S (continued)

6. Prove that the placement of your fencing meets the **Fence Requirements**.

fence 1 - same as Jacqueline's so it does

fence 2

nest = (230, 170) fence = (190, 140), (190, 210), 290, 210, (290, 140)

$$d_1 = \sqrt{40^2 + 30^2} = 50, \quad d_2 = \sqrt{40^2 + 40^2} = 40\sqrt{2}$$

$$d_3 = \sqrt{60^2 + 40^2} = 20\sqrt{13} \approx 72.1 \text{ ft}, \quad d_4 = \sqrt{60^2 + 30^2} = 30\sqrt{5}$$

all distances greater than 40 ft.

fence 3

nest (340, 100) and (400, 60)

fence (300, 100), (340, 140), (440, 60), (420, 20)

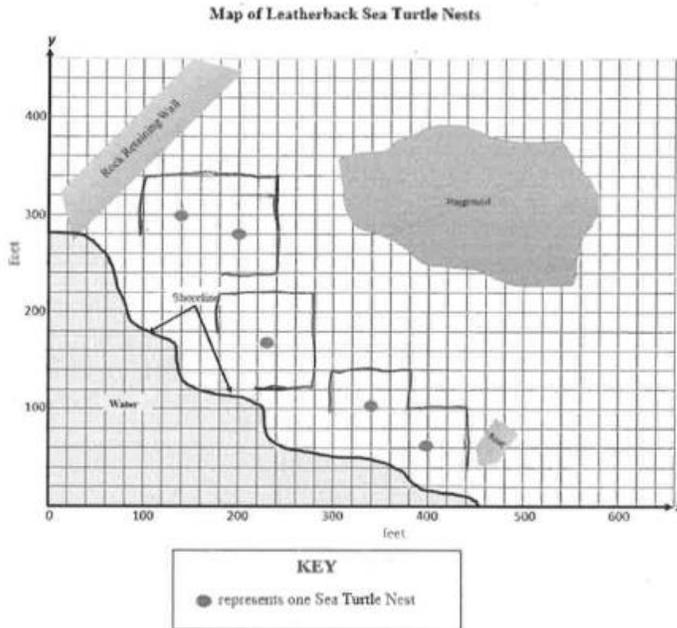
$$d_1 = 40 \text{ ft}, \quad d_2 = 40 \text{ ft}, \quad d_3 = 40 \text{ ft}, \quad \dots$$

$$d_4 = \sqrt{20^2 + 40^2} = 20\sqrt{5} = 44.7$$

Score: _____

Sample T: Dependent: Question 5:

Part A: Draw and label, on the map, where you would place fencing to protect each sea turtle nest.



Part B: Provide coordinates for each vertex and end-point for every fence drawn on the map.

$(100, 280)$ $(100, 340)$ $(240, 340)$ $(240, 240)$ $(180, 240)$
 $(180, 180)$ $(180, 220)$ $(280, 220)$ $(280, 120)$ $(220, 120)$
 $(300, 100)$ $(300, 140)$ $(380, 140)$ $(380, 100)$ $(440, 100)$
 $(440, 40)$

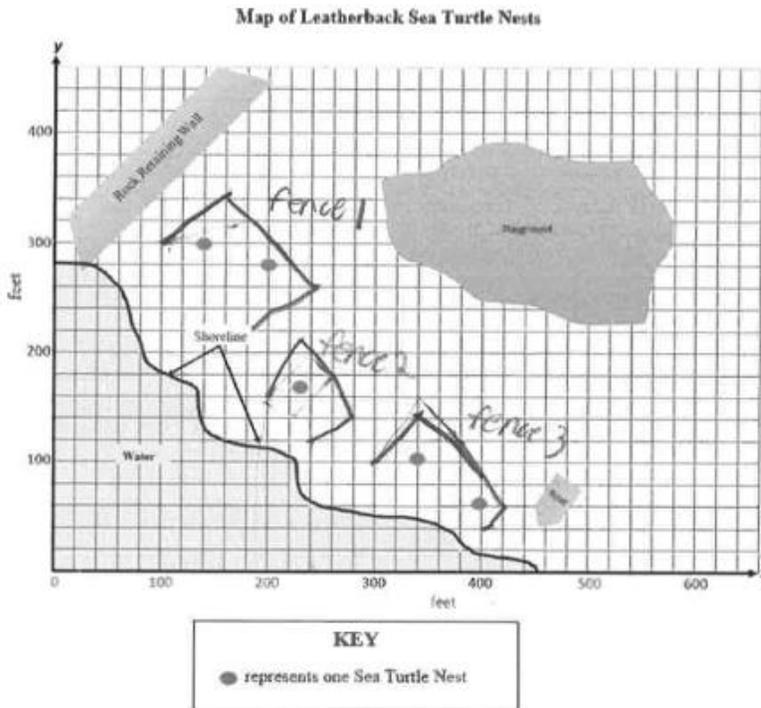
6. Prove that the placement of your fencing meets the **Fence Requirements**.

The fencing is forty feet away from the nests. The fence does not restrict access to the Beach. The fencing allows the turtles to go to the water. The fence is not on the Rock Retaining Wall.

Score: _____

Sample U: Dependent: Question 5:

Part A: Draw and label, on the map, where you would place fencing to protect each sea turtle nest.



Part B: Provide coordinates for each vertex and end-point for every fence drawn on the map.

<p>fence 1</p> $\begin{pmatrix} 100, 300 \\ 160, 340 \\ 240, 260 \\ 180, 220 \end{pmatrix}$	<p>fence 2</p> $\begin{pmatrix} 200, 260 \\ 230, 240 \\ 280, 140 \\ 240, 180 \end{pmatrix}$	<p>fence 3</p> $\begin{pmatrix} 300, 100 \\ 340, 140 \\ 420, 60 \\ 400, 40 \end{pmatrix}$
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6. Prove that the placement of your fencing meets the Fence Requirements.

all my fences allow beach access, it covers the nest properly, and does the job its supposed to do. right space from nest,

Score: _____

Scores and Rationale for Question 6 Samples

Question 6		
Max Points: 2		
Sample	Score	Description and Rationale
P	2	Student response thoroughly explains and provides justification for each fence shown in 5A and how it meets the requirements.
Q	2	Student refers accurately to the scale of the map to justify that all fencing is at least 40 feet away from the nest (counted 40 feet and went an additional 20 feet to ensure line segment was greater than 40 feet).
R	1	Student refers incorrectly to the scale of the map to justify that all fencing is at least 40 feet away from the nest. Student response indicates that each unit on map is equal to 10 feet rather than 20 feet.
S	1	Student response proves end-point and vertices of fence is greater than 40 feet. Student error in question 4 (Jacqueline’s fence) is carried forward to this question. Student is not penalized again for this error within fence 1. Student receives partial credit for not determining that fence 3 is less than 40 feet away from the nest.
T	0	Student provides justification that fence shown in 5A meets the requirements, but lacks proof (or reference to diagram) that the fence is in fact 40 feet away.
U	0	Student response does not prove the distance between the fence and nests.

<p>What do students need to know?</p> <ul style="list-style-type: none">- <i>Reading Informational Text</i>- <i>Interpreting Charts/Graphs</i>	<p>What math skills do students need?</p> <ul style="list-style-type: none">- <i>Computational skills</i>- <i>Solving an equation</i>
<p>What are implications for my instruction?</p> <ul style="list-style-type: none">- <i>Increase expectation for students to justify their response</i>	<p>What are the Learning Goals and Success Criteria needed to show mastery for these skills?</p> <p><u>LEARNING GOAL(S):</u></p> <p><i>Specific, realistic target(s) for this lesson that are clear to both the teacher and the student</i></p> <p><u>SUCCESS CRITERIA:</u></p> <p><i>Clear criteria by which the student and the teacher can gauge progress toward meeting the Goal(s)</i></p>