

Learning Intentions and Success Criteria

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Anita L. Archer, Ph.D.
Author, Consultant, Teacher

archerteach@aol.com

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The content of this presentation is based on the
work of:

Shirley Clarke

John Hattie

Dylan Wilam

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By many names

- goals
- objectives
- learning objectives
- learning aims
- I can statements
- targets

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What are they going to learn? *Learning Intention*

Why should they learn it? *Rationale*

How will they recognize when they have succeeded? *Success Criteria*

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Hattie Effect Sizes

Learning Intentions	Hattie Effect Sizes
Learning Goals vs No Goals	0.68
Clear Goal Intentions	0.48
Appropriately Challenging Goals	0.59

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Learning Intentions

- Participants will:
 - Understand the benefits of using learning intentions and success criteria
 - Explore how to design learning intentions and success criteria suitable for their classes

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Learning Intention

Learning Intention (*Where am I going?*)

- Statement that explicitly describes what students should **know**, **understand**, or be able **to do** as a result of teaching and learning.
 - **to know**
 - **to understand**
 - **be able to do**
- Learning intentions identify new learning and focus on transferable skills.

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Learning Intention – Knowledge

- Knowledge about a **particular topic**
(know about types of different types of energy; know about formation of United Nations)
- Knowledge about how **something is done**
(know how to construct a pie graph; know how to determine the meaning of a word using context clues)
- Knowledge of **what causes something to happen**
(know what causes thunderstorms; know the causes of the Revolutionary War)

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Learning Intention – Understanding

Understanding builds on **knowledge** and requires analysis.

- **Understands** the conflict, the actions, and the outcomes of a historical event
- **Understands** the effects of diet on health
- **Understands** how persuasive language can position the reader to agree with the author
- **Understands** what happens when our bodies consume carbohydrates
- **Understands** the causes of the Civil War
- **Understands** what are the most reliable internet sites to be used for research purposes

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Learning Intention – Skills

Examples

- To be able to write a summary
- To be able to identify persuasive strategies used in a speech
- To be able to solve a problem using more than one procedure
- To be able to write a persuasive argument
- To be able to write a report

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Learning Intentions (*Where am I going?*)

- Created by the teacher
- Focused on what student is learning (*not activity*)
- Explains the reason for the learning
- Written clearly in student-friendly language
- Written without context/content (*when possible*)
- Specific, Measurable, Achievable
- Revisited throughout the lesson

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Learning Intentions Checklist

___ I create and set learning intentions for my students.

The learning intentions are:

- _____ Focused on what students are learning (*not activity*)
- _____ Written clearly in student-friendly language
- _____ Written without context/content (*when possible*)
- _____ Specific, Measurable, Achievable
- _____ Revisited throughout the lesson

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Learning Intentions

Learning intentions may be written in many ways.

Students will be able to ...

We are learning to ...

We are learning about ...

Today we will be able to ...

To know that ...

To understand and explain ...

To be able to ...

Or another way you prefer

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Learning Intentions (*Where am I going?*)

Sharing with Learners

Identify what learners will be **learning**.

(We are learning to ...)

Explain the **reasons** for learning

(This is because...)

Note: Sharing the **learning intention** doesn't have to be at the beginning of the lesson.

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Success Criteria

Success Criteria (*How am I doing?*)

- Describes what **successful attainment** of the learning intention looks like
- Success Criteria are the **measures** used to determine whether and how well a learner has met the learning intention
- Allows the teacher and the student to make judgments about the **quality of student learning**

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Success Criteria (*How am I doing?*)

Success Criteria

- Linked to learning intention
- Makes learning “visible”
- Easy to understand
- Written in language that students understand
- Specific, concrete, and measurable
- Provides support (scaffolding) for the student
- Provides the basis of feedback (teacher feedback, peer feedback, self evaluation).
- Revisited during the lesson

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Success Criteria Checklist

I create and set success criteria for my students OR create the success criteria with my students.

The success criteria are:

- Linked to learning intention
- Easy to understand
- Written in language that students understand
- Specific, concrete, and measurable
- Scaffolding to support student performance
- The basis of feedback (teacher feedback, peer feedback, self evaluation).
- Supported by necessary exemplars or work samples if needed
- Revisited during the lesson

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Vocabulary

Learning Intention:

Students will understand the meaning of key vocabulary words and use the words correctly.

Content: Vocabulary Words from *Arctic Expedition*

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Vocabulary

Success Criteria:

Students will:

- Select correct vocabulary word when given word meaning.
- Generate sentences that accurately include vocabulary terms.

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Check for Understanding

1. frigid
2. treacherous
3. triumph
4. uninhabited
5. expedition
6. labor
7. dismantled

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Check for Understanding

1. frigid
2. treacherous
3. triumph
4. uninhabited
5. expedition
6. labor
7. dismantled

Write a sentence that includes the words *uninhabited* and *treacherous*.

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Sentence Checklist

- _____ My sentence is a complete sentence.
- _____ My sentence makes sense.
- _____ My sentence begins with a capital letter.
- _____ My sentence ends in a period.
- _____ My spelling is correct.
- _____ My handwriting is neat.

Decoding

Learning Intention

We can blend sounds into words.

Content: review a, ay, ai, a-e

Success Criterion

I can read words accurately and quickly.

Review - a, ay, ai, a-e

may	way	pay	day	today	brake
date	stay	sat	tail	brains	take
aid	paid	pain	man	main	trail
stack	stake	say	fail	pad	nail

Today the mail came late.

I waited all day to play the drums.

Grammar

Learning Intention:

We will be able to use the correct form of a word.

Success Criteria:

I can select the correct word to complete a sentence.

Content: Form of verbs **has, have, had**

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The Verb to **Have**

	Present	Past
I/you/we/they	have	had
he/she/it	has	had

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Forms of Have - Response Cards

has
have
had

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have has had

Today, we _____ pencils on our desk.

Yesterday, they _____ pencils on their desks.

Now, I _____ a pencil on my desk.

In Monday's art class, she _____ a pencil on her desk.

At the beginning of the day, the teacher _____ a pencil on his desk.

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Reading Comprehension – Informative Passages

Learning Intention

After reading an informative passage, students will be able to generate quality questions and corresponding answers on the content .

Passage: *North Pole Expedition*

Success Criteria - Question

1. Each question focuses on critical content.
2. Each question:
 - begins with a capital letter
 - ends with a question mark
 - has correct spelling
 - makes sense

Success Criteria - Answer

1. Each answer is accurate and complete.
2. Each answer:
 - incorporates words from the question
 - uses complete sentences
 - makes sense
 - begins with a capital letter
 - ends with a period
 - has correct spelling

Example

Why was the expedition across the North Pole treacherous?

The expedition across the Arctic to the North Pole was treacherous for a number of reasons. First, the North Pole is uninhabited due to the frigid temperatures. Next, the North Pole is composed of ice not land. Finally, the ice often has dangerous open spaces of water called “leads.”

Example

What problems did Peary, Henson and members of the expedition face?

Peary, Henson, and other members of the expedition faced numerous problems on their journey. They had to surmount very cold temperatures, the ever changing surface ice, and open “leads” filled with water. In addition, they had to survive the cold night temperatures by building igloos for shelter.

Dictionary Use (Spalding)

Learning Intention

We are learning to use a dictionary to determine the meaning of critical vocabulary words.

Content: publication, promise, prepare, preference, prefer

Dictionary Use (Spalding)

Success Criteria

I can alphabetize vocabulary words.

I can determine the most common meaning for vocabulary words using a dictionary.

I can write a sentence to show my understanding of the vocabulary word by expanding the sentence, answering three of these questions: who, what, when, where, why, how.

Vocabulary Sentence Checklist

- _____ My sentence accurately uses the vocabulary term.
- _____ My sentence answers three of these questions: who, what, when, where, why, how.
- _____ My sentence is a complete sentence.
- _____ My sentence makes sense.
- _____ My sentence contains accurate capitalization.
- _____ My sentence contains accurate punctuation.
- _____ My spelling is correct.
- _____ My handwriting is neat and legible.

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Paragraph Writing – 1st person Narrative

Learning Intention

We are learning to write a 1st person narrative paragraph.

Topic: A summer activity

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Paragraph Writing – 1st person Narrative

Success Criteria

I can write a 1st person narrative paragraph. the reader will feel as if they were part of the activity. (*Product Success Criterion*)

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Paragraph Writing –

1st person Narrative (*Process Success Criteria*)

- _____ My paragraph has
 - _____ a **beginning** (topic sentence),
 - _____ **middle** (details),
 - _____ and **end** (concluding sentence).
- _____ My first person narrative has elements of a narrative:
 - _____ a **setting**,
 - _____ a **character**,
 - _____ and **event**.
- _____ My paragraph matches the conventions checklist.

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Conventions Checklist

- _____ 1. Do the sentences make **sense**?
- _____ 2. Are **capitals** used correctly?
- _____ 3. Are **punctuation marks** used correctly?
- _____ 4. Are the words **spelled** correctly?
- _____ 5. Are the **paragraphs** indicated?
- _____ 6. Is the **handwriting/typing** neat and legible?

May we know where we are going and when we have arrived.

Thank you

Thank you

Thank you