Introductory Guide to Developing Learning Intentions and Success Criteria

How to Bring Clarity to Student Learning Outcomes
Learning Goals for Teacher Clarity

1. What *learning intentions* and *success criteria* are and how to determine them for a standard in focus.

2. What *learning progressions* are and how they develop student understanding to achieve the learning intention.
The Clarity Problem
Clarity
Research Results

Significant findings from Professor John Hattie’s research includes:

• 50,000+ studies
• 150 influences
• 1200+ meta-analyses
• 250+ million students
The “HINGE” Point

An effect size of 0.40 (referred to as the “hinge point”) equates to approximately one year of student growth.
International Research in Education

Barometers of Influence

**Teacher Clarity**

**Effect Size = 0.75**

- **$d = 0.0 - 0.15$**
  - What students could achieve without schooling

- **$d = 0.15 - 0.4$**
  - Typical effects of teachers on students that can be accomplished in a year of teaching

- **$d > 0.4$**
  - Zone of desired effects

Below $d = 0.0$ Decrease achievement
Clarity is arguably the most important effect of all the research studies on what works most effectively in schools.

Why?
Clarity makes all the other effects possible!

Assessment-Capable Learners = 1.44
Response to Intervention (RTI) = 1.07
Formative Teacher Evaluation = 0.90
Feedback = 0.75
It is essential that “both teacher and students are very clear about what is to be learned, how it is to be learned, and why it is to be learned.”

Michael Absolum,
*Clarity in the Classroom*, p. 98
LEARNING INTENTIONS: “WHERE ARE WE GOING?”
SUCCESS CRITERIA: “How Are We Going?”
LEARNING PROGRESSIONS: “Where to next?”

Journey planner

Lets go!
THE REASON FOR THE "TRIP"
Preview of the 6-Step Learning Intentions and Success Criteria Process

1. Curriculum Standard(s)
2. Student-friendly Standard(s)
3. Learning Intentions
4. Success Criteria
5. Learning Progressions
6. Success Criteria for Learning Progressions
Learning intentions describe *what it is that we want students to learn*, and their *clarity* is at the heart of formative assessment.

*Unless teachers are clear* about what they want students to learn (and what the outcome of this learning looks like) they are hardly likely to develop good assessment of that learning."

Success criteria provide the way of knowing that the desired learning (intention) has been achieved.


The success criteria, or “How will we know?” need to state as exactly as possible what the students and teacher will want to see.

“Students who can *articulate* or are *taught* success criteria are more likely to be strategic in their choice of learning strategies, more likely to enjoy the thrill of success in learning, and more likely to reinvest in attaining even more success criteria.”

“When a student is aware of what it means to be successful before undertaking the task, this awareness leads to more goal-directed behaviours.”

**Knowing Success Criteria**

*Effect size = 1.13*

**Effect Sizes of Related Learning Strategies**

- Planning and prediction = 0.76
- Personal goal intentions = 0.68
- Concept mapping = 0.64
- Setting standards for self-judgment = 0.62

Hattie and Donoghue, Learning Strategies: A Synthesis and Conceptual Model, Published Online: 10 August 2016
Learning Progressions!

The Instructional Scaffolds Students Need to Achieve the Learning Intention

Where to next?
Learning progressions are a “set of building blocks—subskills and bodies of enabling knowledge—to be achieved by students on their way to mastering a target curricular aim.”

Step 6: Success Criteria for Learning Progressions

- Write Success Criteria for the Learning Progressions—The “How Are We Doing?”
## Success Criteria Distinctions

<table>
<thead>
<tr>
<th>Success Criteria for Learning Intentions</th>
<th>Success Criteria for Learning Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broader, More General; Apply to the ENTIRE UNIT</td>
<td>Detailed, More Specific, Include Context; Apply to SPECIFIC LESSON(S)</td>
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</tbody>
</table>
“If you make clear which is the learning objective and which is the context, pupils are able to transfer skills within and across subjects...They also use language about the learning objective rather than the context.”

Shirley Clarke,
Active Learning Through Formative Assessment, p. 87
Separate **Learning** From **Context**

<table>
<thead>
<tr>
<th>Learning</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>To write a school newspaper article</td>
<td>about water-saving tips on campus</td>
</tr>
<tr>
<td>To analyze author’s point-of-view</td>
<td>in two articles about climate change</td>
</tr>
<tr>
<td>To be able to divide by using repeated subtraction</td>
<td>using calculators and math manipulatives</td>
</tr>
<tr>
<td>To identify reasons for a civilization’s decline</td>
<td>by studying the fall of the Roman Empire</td>
</tr>
</tbody>
</table>

Adapted from Shirley Clarke, 2008, p. 86
Making Intentional Connections

Learning Progressions

Success Criteria

Quick Progress Checks
Adjusting Instruction and Learning Based on FEEDBACK From Quick Progress Checks
WORKED EXAMPLES

ELA

MATH

SCIENCE
What Are Your Next Steps?

Learn the Process at the Day 1 Workshop

Apply the Process to Multiple Standards at the Day 2 Workshop

For more information, visit: www.corwin.com/teacherclarity or www.corwin.com/LISC
Register today with the discount code “California” to receive $50 off the registration fee

www.corwin.com/CATC