

# Deepening our Understanding Of Learning Goals & Success Criteria

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SUZI MAST – ADE



# Learning Goals & Success Criteria

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- This session will expand our definitions of learning goals and success criteria
- This session will allow us to practice a process for determining the learning goals and success criteria found within the Arizona Content Standards.
- This session will provide experience with the process and an opportunity for feedback on the next stage of development of a process.

# FAST SCASS – 2017 FA Definition

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Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to ***elicit and use evidence of student learning*** to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

Clarifying ***learning goals and success criteria*** within a broader progression of learning;

Eliciting and analyzing evidence of student thinking;

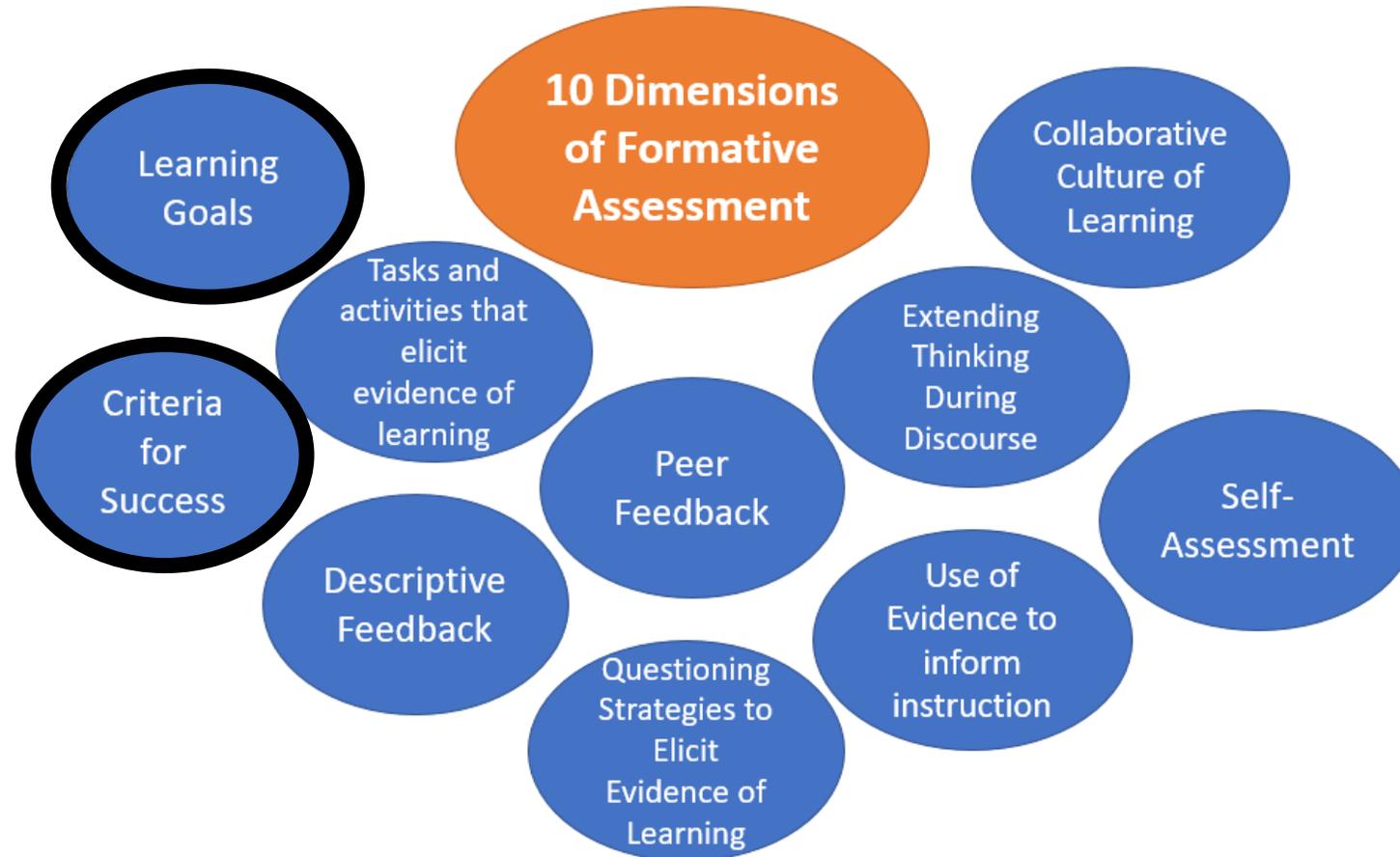
Engaging in self-assessment and peer feedback;

Providing actionable feedback; and

Using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.

# 10 Dimensions of Formative Assessment

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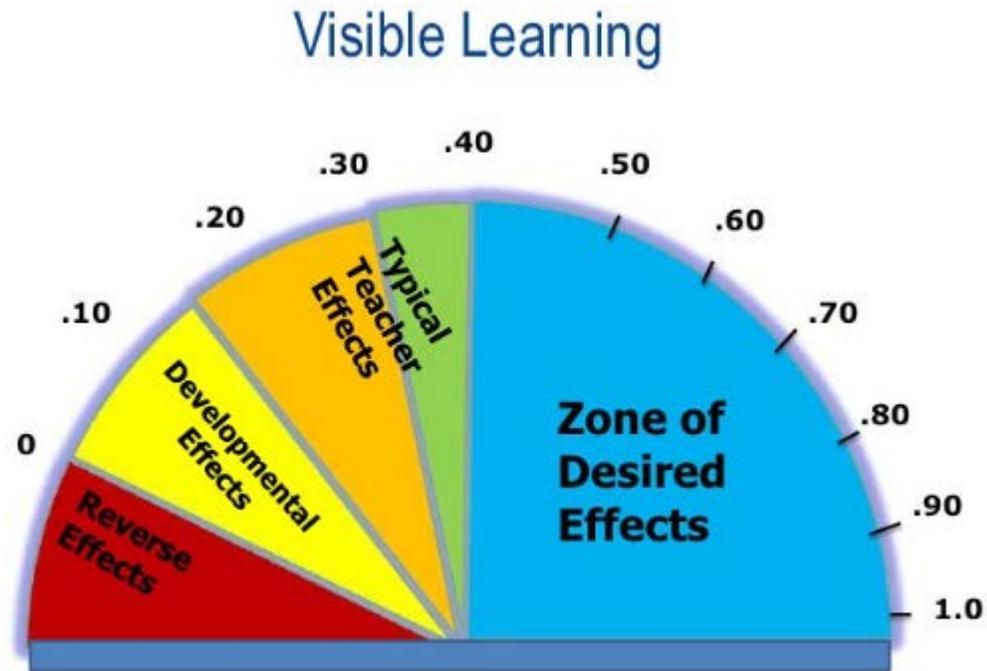
**What makes  
learning visible....**

“When teaching and learning are visible, there is a greater likelihood of students reaching higher levels of achievement”.

~John Hattie

# Effect size – John Hattie, 2009

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Effect sizes are widely accepted figures indicating the **impact** a program intervention, strategy or activity has made on student achievement and learning. *The larger the effect size, the larger the impact.*

# Making Learning Visible – LG/LT & SC

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Strategic use of learning intentions and success criteria promote self reflection and metacognition.

**Effect size for metacognitive strategies= 0.69**

Learning intentions and success criteria contribute to *teacher clarity* defined as “a measure of the clarity of communication between teachers and students - in both directions”.

**Effect size for teacher clarity= 0.75**



(Hattie, 2017 p. 39-40)

# The lessons reason to live!!!

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Where are my students headed? What specific content (concepts and skills) must be in place to lay the foundation for the next lesson?

What must my students learn during the lesson, so they will be prepared to tackle the content and the reasoning processes in the next lesson?

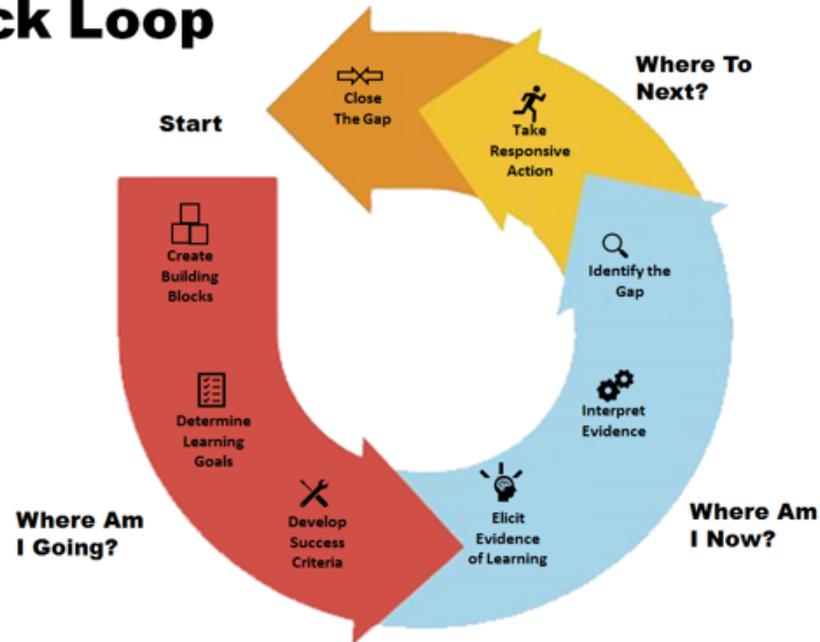
What did my students learn in previous lessons? What can I build on? What should I reteach? What concepts can I enrich or expand? What should my students' practice?

***What will be students say, do make or write to show me and themselves what they have learned in the lesson?***

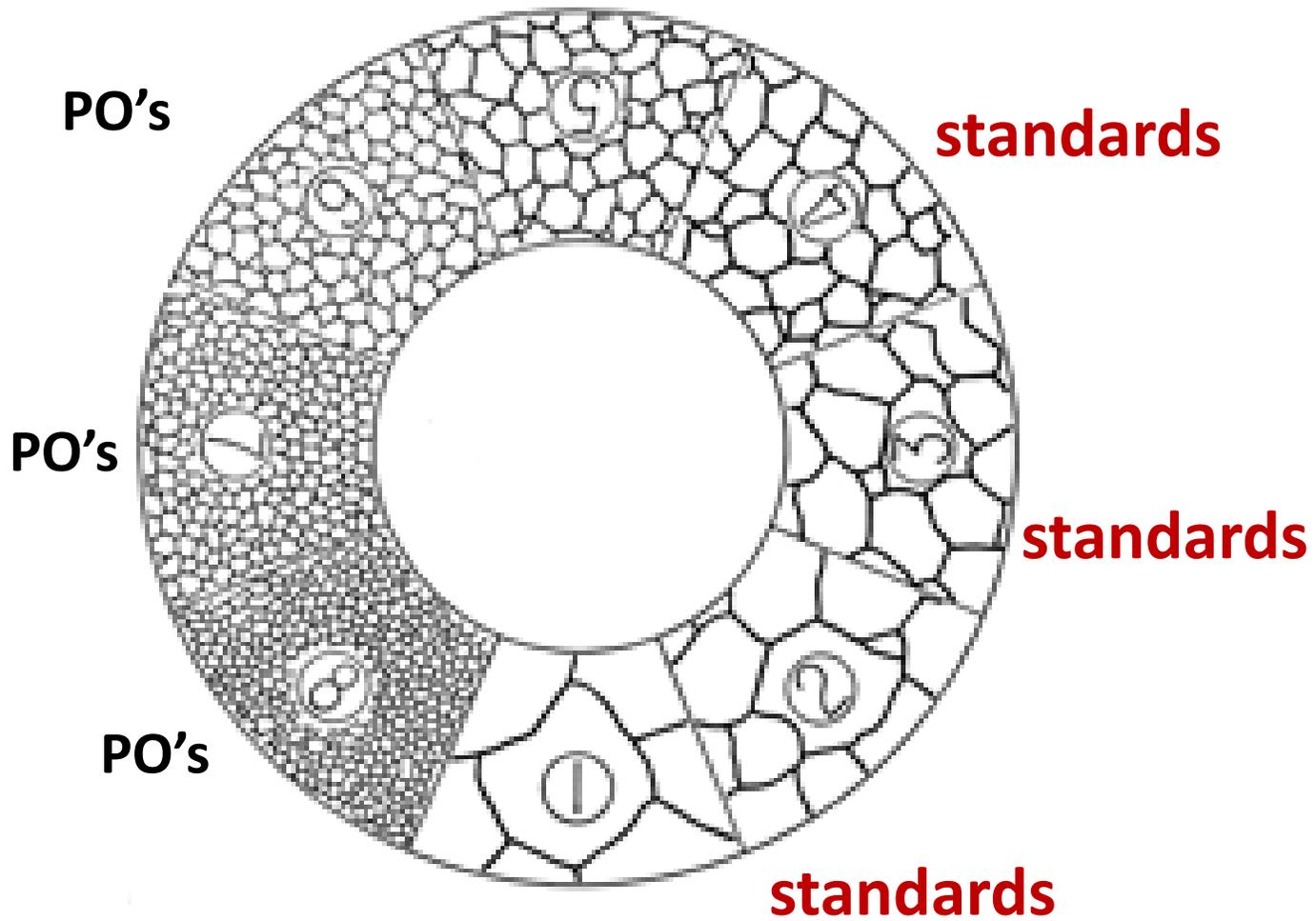
(Brookhart, pg. 29)

# The feedback loop – The red zone

## A Feedback Loop



**Where are you on your learning goals and success criteria understanding journey?**



Standards – A  
Change in Grain  
Size

## 4. Learning Goals

**What** is the learning intended by the end of this lesson?

**What** understanding, knowledge, skills, or application will students interact with.

*Include verbs like, know, develop, become, fluent, apply, understand, use or extend.*

## 3. Questions

Include higher level questions.

Questions should address the **development up to** the rigor of the standard.

## 1. Standard(s)

Nouns & Verbs

*Think about including the cluster, concept, anchor, and/or core idea.*

**DOK**

## 5. Success Criteria

**How** will students show they have met the Learning Goal(s)?

**How** will students say, do, create, model, produce, or write to indicate they are moving toward the learning goal.

*Include verbs like explain, describe, model, show, write, solve, justify, or create. **Action!!***

## 2. Vocabulary & Concepts/BB

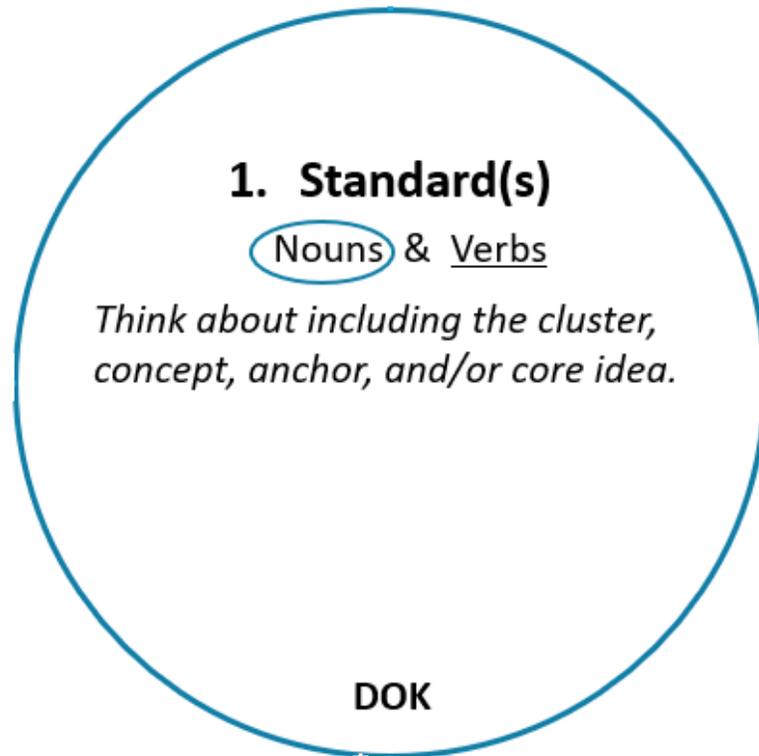
What prior knowledge is needed for the standard?

What must my students learn during the lesson, so they will be prepared to tackle the content and the reasoning processes in the next lesson?

Are there any prior vocabulary terms that should be reviewed?

# 1. Standard(s)

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*Think about including the cluster, concept, anchor, and/or core idea.*

**Why?**

Circle the nouns or noun phrases.  
Underline the verbs.

**DOK**

**Why?**

# 2. Vocabulary & Concepts/Building Blocks

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## 2. Vocabulary & Concepts/BB

What prior knowledge is needed for the standard?

Are there any areas that support learning that we should be reviewing?

Are there any prior vocabulary terms that should be reviewed?

This is where the thinking starts.

- Vocabulary
  - Prior terms
  - Current terms
- Concepts/Big Ideas
  - **Rewrite noun and verb phrases**
  - Prior big ideas/what understanding, knowledge and skills is the lesson building on
- Progressions/Building Blocks (BB)
  - What content is inside the standard

# 3. Questions

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## 3. Questions

Include higher level questions.

Questions should address the *development up to* the rigor of the standard.

This section really begins to build the foundation of the lesson.

Using the nouns and verb combos, what is the content/progression at a lower level of DOK? What types of questions would you ask here?

If the content or skill involves “understanding”, what does understanding look like and how do we question to see if students are there or not?

How can your questions assist with seeing where students are in moving towards higher DOK?

# 4. Learning Goals

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## 4. Learning Goals

**What** is the learning intended by the end of this lesson?

**What** understanding, knowledge, skills, or application will students

*Include verbs like, know, develop, become, fluent, apply, understand, use or extend.*

### Understand that Learning Goals:

- Describe what students will learn in a lesson
- Convey a significant, relevant reason for learning
- Use student-friendly language

so that the learning goal can guide instructional decisions by both teachers and students.

- Lesson-sized
- Relevant and significant
- Student-friendly
- Aligned to the standard

# 5. Success Criteria

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## 5. Success Criteria

**How** will students show they have met the Learning Goal(s)?

**How** will students say, do, create, model, produce, or write to indicate they are moving toward the learning goal.

*Include verbs like explain, describe, model, show, write, solve, justify, or create. **Action!!***

### Understand that Success Criteria:

- Describe what students will do in a lesson
- Set clear expectations for learning and
- Use student-friendly language about the lesson's Learning Goal – aligned activities/tasks

so that students can engage as collaborators and evidence-gatherers.

- Observable
- Focused on content, not tasks
- Student Friendly
- Aligned to the Learning Goal

**4. Learning Goals**

**5. Success Criteria**

**1. Standard(s)**

*Think about including the cluster,  
concept, anchor, and/or core idea.*

**3. Questions**

**2. Vocabulary & Concepts/BB**

Nouns & Verbs

**DOK**

