

Module 2: Where the learner is going: Clarifying, sharing, and understanding learning intentions and success criteria

*Micro-Course 2:
Learning Acceleration Using Formative Assessment Processes in the
Classroom (Advanced Version)*



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Warm-Up

How do you typically begin a lesson with students? What are you trying to accomplish in a lesson opening, and why?

Embedded Formative Assessment Strategies

	Where the learner is going	Where the learner is now	How to get there
Teacher	Clarifying, sharing, and understanding learning intentions and success criteria	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learning forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

William, D. (2018). *Embedded formative assessment, 2nd ed.* Bloomington, IN: Solution Tree Press.

Learning Intentions & Success Criteria

The **learning goals**, sometimes called “**learning targets**,” should be aligned to and derived from the broader curricular goals and state standards.

**What will my students be trying to learn?
What does success, or hitting the target, look like?**

- Make sure students are aware of what they are trying to learn and the success criteria.





"Alice: Would you tell me, please,
which way I ought to go from here?"

The Cheshire Cat: That depends
a good deal on where you want to
get to.

Alice: I don't much care where.

The Cheshire Cat: Then it doesn't
much matter which way you go.

Alice: ...So long as I get somewhere.

The Cheshire Cat: Oh, you're sure
to do that, if only you walk
long enough."

C*

What happens when
students don't know **what**
they are intended to learn or
how they will know if they've
learned what they were
supposed to?

Learning Goals & Success Criteria

Dimensions	Student Role in Each Dimension
<p>Learning Goals: <i>Learning Goals should be clearly identified and communicated to students, and should help students make connections among lessons within a larger sequence.</i></p>	<p>While the focus is on the teacher's presentation of learning goals, the rubric notes that the goals should be appropriate for and accessible to the specific group of students. At the highest levels the students should readily understand the learning goals and the teacher should be checking in on student progress towards the goals.</p>
<p>Criteria for Success: <i>Criteria for Success should be clearly identified and communicated to students.</i></p>	<p>In order to reach the higher levels of this dimension, students have to be involved in some way to internalize the success criteria in order to meaningfully use and apply them.</p>

Where am I going?

How will I know if I have arrived?

Learning Goals: Research indicates that students who can identify and understand the learning expectations for a lesson or set of lessons are better prepared to support one another and to take responsibility for their own learning.

Learning Goals in Action: Example 1



What do you notice?

What does the teacher do to clarify, share, and help students understand the learning goals for the day?

https://youtu.be/5sBipS_cVRs

Learning Goals in Action: Example 2



What do you notice?

What does the teacher do to clarify, share, and help students understand the learning goals for the day?

<https://youtu.be/moStI3YbPhA>

Learning Goals

- **Learning goals address what students will learn.** These goals can be stated in terms of what students will know, understand, or be able to do by the end of the lesson or series of lessons, or they may be stated in terms of how students will apply what they know.
- **Learning goals can be presented in a variety of ways,** including writing the goals on the board, circulating documents through a document-sharing Website, sharing on interactive whiteboards, etc..
- **Learning goals are presented near the start of the lesson.** A teacher may begin the lesson by immediately presenting the learning goals, or the teacher may begin with an initial warm-up activity and then present the goals.

Teacher Practice Along a Continuum

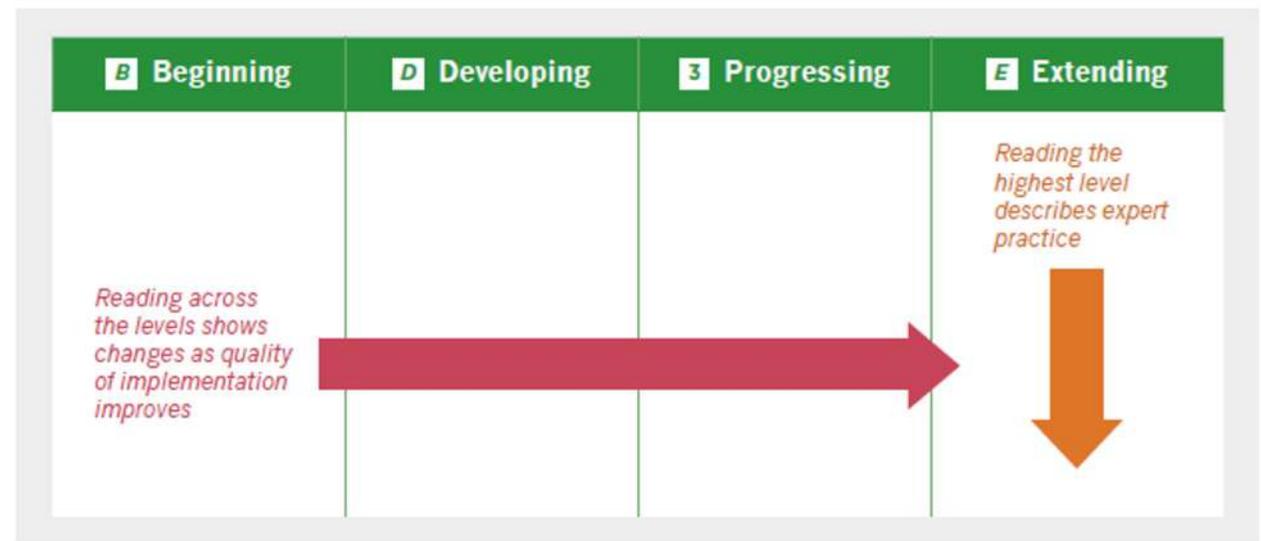
We are discussing formative assessment processes in relation to student learning in this micro-course, but teachers are learners too! The [FARROP tool](#) supports formative assessment processes in relation to teacher learning.

Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (Revised)

Commissioned by the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO)

Member States: Alaska, Arizona, Arkansas, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maryland, Michigan, North Carolina, Ohio, Oregon, Utah, Washington, and Wyoming

By Caroline Wylie and Christine Lyon, Educational Testing Service
February 2016



B Beginning

The focus of the lesson is presented in isolation and without connecting to previous learning, to future learning, or to a broader purpose for the learning.

----- or -----

Superficial procedural connections are made (e.g., “We started argumentation yesterday” or “We’ll wrap up problem-solving strategies tomorrow”), or a topic is identified without providing specific goals.

----- or -----

The content of the learning goals is highly inappropriate for the students.

----- or -----

The learning goals are expressed in language that is not accessible to students.

D Developing

The focus of the lesson is presented with only isolated references made to previous learning, to future learning, or to a broader purpose for the learning.

The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students, *but* opportunities for students to internalize the learning goals are not provided.

The teacher presents the learning goals to students but makes no verbal or direct reference to the learning goals near the start of the lesson.

The teacher does not

P Progressing

The focus of the lesson is clearly presented in terms of previous or future learning. A larger sequence of learning is identified, and the teacher explains how the current lesson fits within the larger sequence or how it contributes to a broader purpose for the learning.

The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students, and opportunities for students to internalize the learning goals are provided.

The teacher presents the learning goals to students and makes verbal or direct reference to the learning goals near the start of the

E Extending

The focus of the lesson is presented as part of a coherent sequence of learning, with meaningful connections made to previous or future learning in a way that facilitates students’ clear understanding of the connections or in a way that contributes to a broader purpose for the learning.

The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students; opportunities for students to internalize the learning goals are provided; and the teacher checks for understanding.

The teacher presents the learning goals to students

See page 38 in the FARROP tool for the [learning goals continuum](#)

Use of FARROP Continuums

(1)self-reflection

(2)reflection on the practice of a peer

(3)requested observation from an instructional coach or leader for
focused feedback

Note: Formative assessment practice may vary from lesson to lesson. For example, teachers may not ask students to reflect on their own learning in every lesson. In order to get a more complete “read” on practice, complete the self-reflection or observation for several lessons within a short period of time.

Learning Goals & Success Criteria

Dimensions	Student Role in Each Dimension
<p>Learning Goals: <i>Learning Goals should be clearly identified and communicated to students, and should help students make connections among lessons within a larger sequence.</i></p>	<p>While the focus is on the teacher's presentation of learning goals, the rubric notes that the goals should be appropriate for and accessible to the specific group of students. At the highest levels the students should readily understand the learning goals and the teacher should be checking in on student progress towards the goals.</p>
<p>Criteria for Success: <i>Criteria for Success should be clearly identified and communicated to students.</i></p>	<p>In order to reach the higher levels of this dimension, students have to be involved in some way to internalize the success criteria in order to meaningfully use and apply them.</p>

Where am I going?

How will I know if I have arrived?

Criteria for Success: Research suggests that students are more able to demonstrate their own learning when they understand what quality work actually looks like.

Success Criteria in Action: Example 1



What do you notice?

What does the teacher do to clarify, share, and help students understand the success criteria for the lesson?

<https://youtu.be/NRmwGB5gWrQ>

Success Criteria in Action: Example 2



What do you notice?

What does the teacher do to clarify, share, and help students understand the success criteria for the lesson?

<https://youtu.be/NRmwGB5gWrQ>

Success Criteria

- **Criteria for success flow naturally from clarifying and sharing learning goals.** It doesn't have to be two separate events; they go together.
- **Criteria for success describe what success in learning would look like or what students could do to demonstrate their learning.** The criteria can take the form of **“I can” statements** that explicate what all students will know or understand by the end of the lesson, a **rubric** that students can use to check their work (or creating a rubric together with students), **examples of strong (exemplars) or weak work** that illustrate aspects of quality, a **“preflight” checklist**, etc.

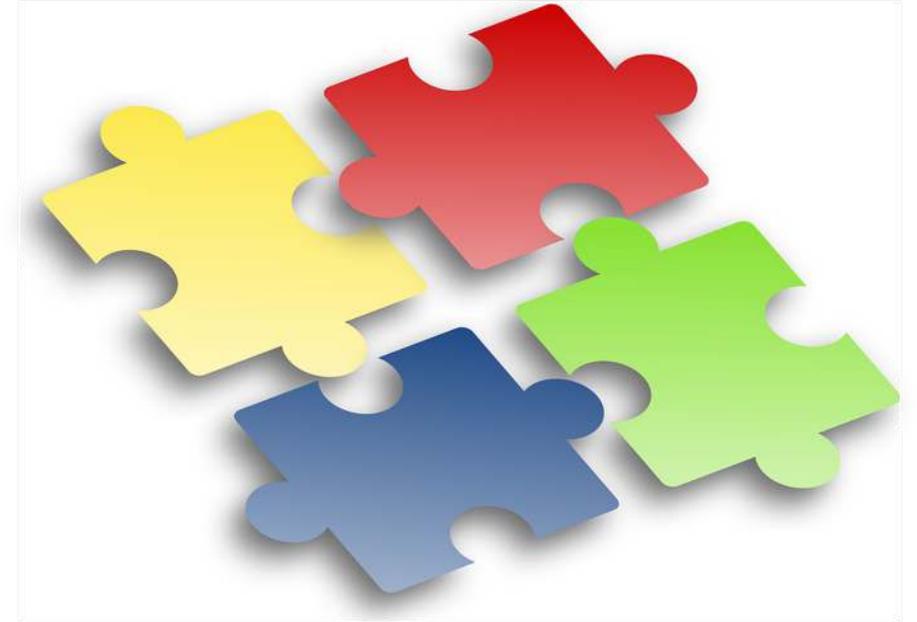
N Not Observed	B Beginning	D Developing	P Progressing	E Extending
<p>The teacher does not provide criteria for success.</p> <p>----- or -----</p> <p>Criteria for success are just a list of correct answers (e.g., vocabulary test, list of important historical dates, math fact sheet).</p>	<p>The criteria for success are not appropriate for the learning goals (e.g., they only refer to task requirements rather than helping students understand what quality work would look like in relation to the learning goals) or are not appropriate for students.</p> <p>----- or -----</p> <p>The criteria for success are expressed in language that is not <i>accessible</i> to students.</p> <p>----- or -----</p> <p>The teacher makes only a reference to criteria, such as “I can” statements, but without any explanation or presentation (e.g., “When you are done with the problem, you will use the rubric to score it”), and students do not seem to be familiar with the rubric and/or are not able to use it meaningfully.</p>	<p>The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students.</p> <p>-----</p> <p>The teacher presents or reviews the criteria with students but does not provide a way for students to internalize the criteria or to use the criteria effectively, resulting in few students engaging with the criteria in meaningful ways.</p>	<p>The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students.</p> <p>-----</p> <p>The teacher engages the students with the criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, but only some students seem to understand or engage with the process in meaningful ways.</p>	<p>The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students.</p> <p>-----</p> <p>The teacher deeply engages the students with the criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, allowing the majority of students to engage with the criteria in meaningful ways that support learning throughout the lesson.</p>

See page 42 in the FARROP tool for the [success criteria continuum](#)

Putting it All Together

Where do the learning targets and success criteria come from?

- State content standards (Grade- and subject-specific learning expectations)
- Curriculum materials (Unit learning targets/objectives)



Note: You can find additional video examples of teachers sharing learning goals and/or success criteria from this [playlist](#) on youtube. Just look for videos that start with the title: “Teacher communicates expectations for learning”

Examples: Learning Targets & Success Criteria

Unit Goal - Gr 4 Math	Lesson Learning Target	Success Criteria
<p>*Demonstrate conceptual understanding of place value and rounding.</p> <p>*Solve two-digit addition and subtraction problems fluently using multiple algorithms.</p> <p><i>*Example from Eureka Math - Module 1, Lesson 4, Topic A</i></p>	<p>4.NBT.A.2: Read and write multi-digit whole numbers up to 1 million using expanded form.</p> <p>Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<ul style="list-style-type: none"> ● Explain what it means to write a number in expanded form (i.e., how a number is formed using place value). ● Accurately write numbers in expanded form up to 1 million. ● Apply concepts of expanded form to compare two multi-digit numbers and correctly record whether one of the numbers is $<$, $>$, or $=$ the other number.

Examples: Learning Targets & Success Criteria

Unit Goal - Gr 6 ELA	Lesson Learning Target	Success Criteria
<p>Write an argument on topics or texts to support a claim with reasons and evidence.</p>	<p>To learn how to locate relevant and convincing facts, details, and reasons based on the intended audience.</p>	<ul style="list-style-type: none"> ● Establishes a credible claim ● Supports the claim with appropriate evidence that coherently link together ● Explains and elaborates the evidence to strengthen the argument ● Establishes the topic and claim through the introduction and summarizes main points in the conclusion ● Uses appropriate academic language, grammar, and punctuation

Examples: Learning Targets & Success Criteria

Science Target Standard (HS Biology): [HS-LS4-2](#); [HS-LS4-5](#)

Unit Goal - HS Biology	Lesson Learning Target	Success Criteria
<p>Understand and apply the following concepts of natural selection and evolution to phenomena:</p> <ol style="list-style-type: none"> (1) Changes in the physical environment influence the creation, expansion, and extinction of species (2) Natural selection occurs through trait variation; it leads to adaptation and positively affects survival. (3) Evolution is a consequence of four factors. <p><i><u>*Example from iHub Biology, Unit 1</u></i></p>	<p>DCI: Identify different kinds and types of bacteria and explain how they operate.</p> <p>SEP: Ask questions to clarify and seek information about a phenomenon</p> <p>SEP: Develop models to predict the relationships between components of a system</p> <p>CCC: Use a specific case study to identify patterns that can explain why a phenomenon is occurring.</p>	<p>Using a case study of bacterial infection:</p> <ul style="list-style-type: none"> ● Explain the difference between resistant and non-resistant bacteria ● Explain the difference between staphylococcus and stenotrophomonas bacteria. ● Develop at least two questions that need would need to be addressed to solve this case. ● Develop a theoretical model to explain how bacteria can become resistant to antibiotics.

Going Deeper: Micro-Course 2

Module 1

- **Overview:** Formative assessment processes and learning acceleration (Advanced)

Module 2

- **Where the learner is going:** Clarifying, sharing, and understanding learning intentions and success criteria

Module 3

- **How to get there:** Providing feedback that moves student learning forward

Module 4

- **Closing the gap, Part 2:** Involving students and their peers in the formative assessment process

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

Reflection Questions

1. Describe how learning goals and success criteria relate to one another.
2. Explain why it is critical to clarify, share, and ensure student understanding of learning goals and success criteria.
3. Reflect on your own practice: How have you been sharing learning goals and success criteria with your students? How could you improve your practice after listening to this module?
4. Identify an upcoming unit of study. How could you build varied opportunities to clarify and share learning goals and success criteria with your students in this unit?
5. What is one key takeaway and one lingering question you have after listening to this module?