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Becoming an Assessment-Capable Visible Learner,
Grades 3-5.

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Learning Intentions and Success Criteria: How They Help You Learn



Teacher clarity:
0.75



Learning Intentions and Success Criteria

This lesson supports students in thinking about the current knowledge and skills that they bring to the “table” with regard to the skills and concepts that will be the focus of the lesson. Students will have an opportunity to think about what they will be learning about for the day and any connections they can make to prior learning experiences. This helps acknowledge what students are already aware of or what they have learned in the past that will support their learning today. It is a good lesson to activate prior background knowledge.

Prior to the Learning Intentions and Success Criteria: How They Help You Learn lesson, you will need to identify the skills and concepts that will be the focus of the lesson, as students will transfer that information into their *Learner's Notebook*.

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Learning Intentions and Success Criteria: How They Help You Learn

LESSON

3

Have you ever been in a class working on an activity but you weren't quite sure **why** you were working on it or **what** you were supposed to be learning?

Was there ever a time when you didn't quite know what you had to do to be successful?

*Think
About It*



There are a lot of students who would answer **yes** to those questions, which is why we are talking about

learning intentions
and
success criteria.

Learning intentions and success criteria help you know what to do and how your learning is going.

Related *Learner's Notebook* Page

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Learning Intentions and Success Criteria: How They Help You Learn

What Are Learning Intentions and Success Criteria?

Learning Intention

A learning intention is what you are supposed to learn after the lesson is over. A learning intention isn't what you are **DOING**; it is what you are **LEARNING**.

Success Criteria

There are steps you must take to learn the learning intention, like the steps on a ladder that you climb. These steps are called success criteria.

Let's look at a sample learning intention and success criteria to better understand what they are.

Learning Intention

Today we are learning to describe a character in depth using key details from the story.

Success Criteria

- 1. I can identify five key details about the character in the story.*
- 2. I can determine what each detail shows about the character.*
- 3. I can use each key detail to describe the character.*

How can knowing the
learning intentions and **success criteria**
for the lesson support your learning?

Reflect



Learning intentions and *success criteria*

are like a map for your learning.
They help you figure out which way to go
so you can get to where you need to be.

Sometimes we don't have a clear
destination for what we are learning,
why we are learning it, and how we will
be successful. That's where learning
intentions and success criteria come in.

You can practice by using the
table on the next page.





Learning Intentions and Success Criteria Self-Assessment

Date: _____

	What do you already know?			
	What you are learning about today?	I have done this a lot before.	I have done this a little before.	This will be new for me.
1				
2				
3				
4				

3

Learning Intentions and Success Criteria: How They Help You Learn

Is there anything that doesn't make sense or is unclear to you? Do you know what all of the words mean? Put any questions you have below.

1

What words or phrases are unclear?

2

What do I think they might mean?

Related *Learner's Notebook* Page

Learning Intentions and Success Criteria: How They Help You Learn

3

Turn to a peer
and share what
you wrote in your
self-assessment and
why you checked the
choices you did.

Notes:

*Turn
& Talk*



Next, talk about any
words and phrases
that were unclear
and what you think
they mean.

Notes:

Related *Learner's Notebook* Page

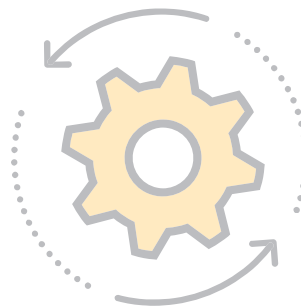
3

Learning Intentions and Success Criteria: How They Help You Learn

Reflect



What actions can you take on your own or with your peers or teacher to ensure you understand the learning intention(s) of each lesson?



Teacher Talk

Have students open up to page 17 in their notebook.

Read aloud the THINK ABOUT IT section to the class. Ask students if they can relate to the questions posed. Invite a few students to share their responses. Prompt some of their responses by asking them about the impact of not knowing what they were supposed to learn or how they would be successful.

Today, we are going to think about what we already know, if anything, about the focus of our lesson today. There is a lot of knowledge in this room, and I want you to take the time and think about what you may already know about what we are learning or connections about what we are learning that you can make to something you've learned in the past. This will also be a great time for you to make sure that you understand all of the skills and concepts (the words and phrases) that you are responsible for learning.

I'd like you to take a minute to silently read through the definitions of learning intentions and success criteria.

Give students a minute to read.

Ask the students to look at the sample learning intention and success criteria, noting how it makes clear to the student what they'll need to do to master the learning intention as whole. After reviewing the sample learning intention and success criteria, ask them to take a moment and respond to the reflection question at the bottom of the page. How would knowing the learning intention and success criteria for a lesson support you as a learner?

Invite students to share their responses to the reflection.

Now we are going to look at the skills and concepts, which are words that will help you better understand what you need to learn, that are going to be the focus of our lesson today. Turn to page 21 in your notebook. In the column titled "What are you learning about today?" put the following. (This is when you will provide the students with the skills and concepts for the lesson.) Now that you have that portion of your notebook completed, read through the words on each row and think about what you might already know about them. You might know a lot or you may know nothing at all. This is just a way for

you to think about any background knowledge that you might have about what we are going to learn today. You have three choices to choose from—I have done this a lot before, I have done this a little before, and This will be new for me.

After you've completed that, go to page 22 and capture any words or phrases that are unclear in addition to what you think they might mean.

Give students a few minutes to complete that portion and then have them share their responses with a partner. If the student didn't capture any words or phrases that were unclear, instruct them to share what key terms mean to their partner.

Before we bring the lesson to a close, read the reflection on page 24 and discuss it with your partner. What actions can you take on your own or with your peers or teacher to ensure you understand the learning intention(s) of each lesson?

Invite students to share their responses before closing the lesson.

Student Action

- Class discussion
- Individual reflection
- Self-assessment of skills and concepts
- Partner reflection