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Please enjoy these complimentary lessons from  
*Becoming an Assessment-Capable Visible Learner*,  
Grades 6-12.

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# Learning Intentions and Success Criteria: What? So What? Self-Assess!

## 4

### Overview

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.

### Teacher Preparation

Prior to the 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*.

### Teacher Planning Notes:

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**TIME:**

25 minutes



**ASSOCIATED INFLUENCE  
AND EFFECT SIZE:**

Teacher clarity: **0.75**

Assessment-capable  
visible learners: **1.44**



**RELATED TOOLS  
AND RESOURCES:**

Learning Intentions  
and Success Criteria  
Self-Assessment

## Learning Intentions and Success Criteria: What? So What? Self-Assess!

LESSON

4

**Think  
About It**



Have you ever been in a class working on an activity but not quite sure why you were working on it or what you were supposed to be learning? Were there ever times when you didn't quite exactly know what you had to do to be successful? There are a lot of students who would answer yes to those questions, which is why we are taking the time to talk about learning intentions and success criteria as a class today, and how you can use them to self-assess yourself as a learner.

### What Are Learning Intentions and Success Criteria?

**Learning intentions** describe what you need to learn, and it is incredibly important that you have a clear understanding of what those learning intentions are. Understanding the learning intentions is a key component of being an assessment-capable visible learner. Learning intentions are created by looking at learning standards for each grade level and subject, and they help define the purpose of the lesson and the skills you need to master. Both you and your teacher should always have a clear picture of your learning destination, and effective learning intentions provide that.

**Success criteria** represent what you will have to *be able to* do in order to master the learning intention. These are often like steps of a ladder that you will climb. You can use the success criteria to determine whether you are making progress toward the learning intentions.

Let's take a look at a sixth-grade English language arts standard and an example learning intention and success criteria.

#### 6th-grade ELA standard:

**Cite** textual evidence to **support** the analysis of what the text says explicitly as well as inferences drawn from the text.

When we look at the standards for our subject and grade level, we need to look at the *skills and concepts* in the standard. This standard has two major skills that students need to master. Students have to CITE and they have to SUPPORT. See the boldfaced text above in the standard.

Next, we need to think about how students will apply the skill in the standard.

1. With the standard above, what one thing do students need to *cite*?

2. With the standard above, what two things do the students need to *support*?

## Related *Learner's Notebook* Page

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### Learning Intentions and Success Criteria: What? So What? Self-Assess!

Now that we've taken a deeper look at what the sixth-grade English language arts standard entails, let's go one step further and think about the learning intentions students will need to master. Here is one example of a learning intention and success criteria for this standard for students who are going to read a story whose main character is a girl named Mary.

Learning Intention and Success Criteria – Student Example	
Learning Intention:	I am learning to cite textual evidence to support inferences that I have drawn about a character from the text.
Success Criteria:	<ul style="list-style-type: none"><li>• I can identify key details about Mary's character in the text.</li><li>• I can use the key details to determine three inferences about Mary's character in the text.</li><li>• I can support each inference with two pieces of evidence from the text.</li></ul>

#### Reflect



How would knowing the learning intention and success criteria for a lesson support you as a learner?

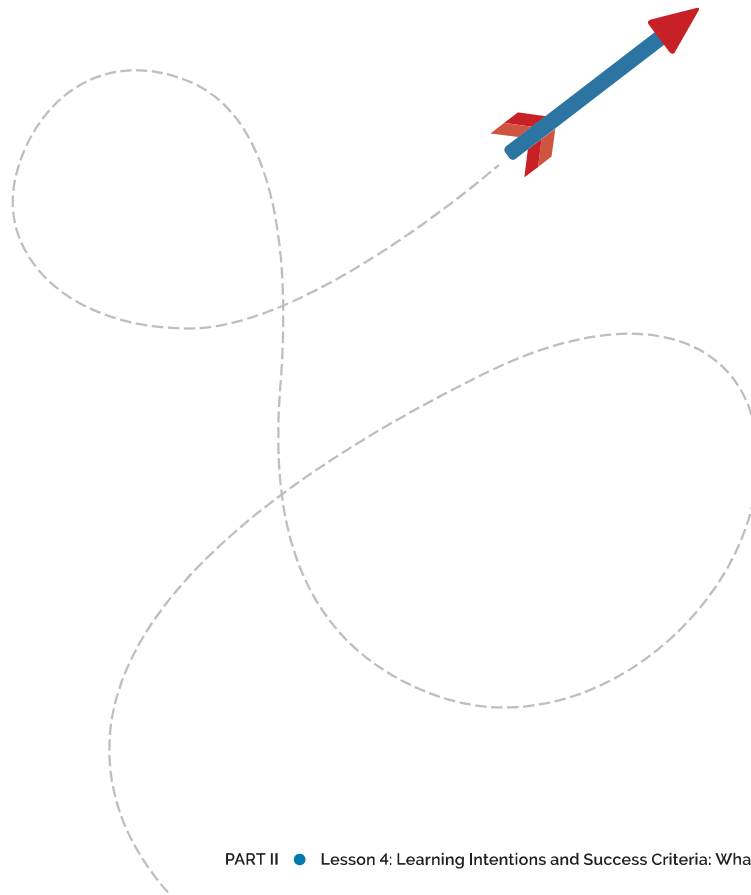
### Why Are Learning Intentions and Success Criteria Important?

What if you found out that tomorrow you were going on a really exciting trip, but you had no idea why you were going there, how you were going to get there, or what you would do once you arrived. It could possibly turn the excitement about the trip into fear because of all of the uncertainty. That can happen in learning, too. 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. They provide the road map you need as a learner so that you are aware of what you are learning, why you are learning it, and how you will demonstrate success of your learning.

Think about the previous example for the sixth-grade English language arts standard. In looking at the learning intention and success criteria, students have a clear picture of where they need to go in their learning and what they need to do in order to be successful.

Research shows that when you are aware of the learning intentions and success criteria, your learning can grow at double the speed. In order for learning intentions and success criteria to have such an impact on your learning, you need to make sure that you understand what the learning intention and success criteria say. One way to do that is by thinking about what you already know about the learning intention and success criteria for a given lesson.

Let's practice by using the self-assessment on the next page. Your teacher will explain what to write in each of the boxes along the left side of your paper.



# Related *Learner's Notebook* Page

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## Learning Intentions and Success Criteria: What? So What? Self-Assess!



### Learning Intentions and Success Criteria Self-Assessment

Date: \_\_\_\_\_

#### Part 1: What knowledge and experiences do you already have?

	Skills and Concepts	I have done this a lot before.	I have done this a little before.	This will be new for me.
1				
2				
3				
4				

## Related *Learner's Notebook* Page

Learning Intentions and Success Criteria: What? So What? Self-Assess!

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### Part 2:

What words or phrases are unclear?

What do I think they might mean?

## Related *Learner's Notebook* Page

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### Learning Intentions and Success Criteria: What? So What? Self-Assess!

#### Turn & Talk



Turn to a classmate and share what you captured in your self-assessment and why you checked the choices you did. Next, talk about any words and phrases that might be unclear and what you think they mean.

#### Closing Reflection



A critical part of becoming an assessment-capable visible learner is having a clear understanding of what the learning intentions and success criteria mean. What actions can you take on your own or with your classmates or teacher to ensure you understand the learning intentions of each lesson?



## Teacher Talk

Have students open up to page 27 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 to think about what you may already know about what we are learning or connections to what we are learning. 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.

*Now let's take a look at the standard that the students need to master.*

Read through the standard aloud, and then read the questions below the standard asking for student responses to the questions.

1. *With the standard above, what one thing do students need to CITE?*

Textual evidence

2. *With the standard above, what two things do the students need to SUPPORT?*

What the text says explicitly  
Inferences drawn from the text

*Now we need to look at what this might look like as a learning intention and success criteria.*

Ask the students to look at the sample learning intention and success criteria, noting how they make clear what students will need to do to master the learning intention as whole.

After reviewing the sample learning intention and success criteria, ask students to take a moment to respond to the reflection question at the bottom of page 28.

*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 that are going to be the focus of our lesson today. Turn to page 30 in your Learner's Notebook. In the column titled “Skills and Concepts” put the following.*

(This is when you will provide the students with the skills and concepts for the lesson.)

*Read through each row of skills and concepts, and place an X where it best matches your response: I have done this a lot before, I have done this a little before, or This will be new for me.*

*After you've completed that, go to the next section 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 any students didn't capture any words or phrases that were unclear, instruct them to share with their partner what key terms mean.

*Before we bring the lesson to a close, read the reflection at the bottom of page 32 and discuss it with your partner. “What actions can you take on your own or with your classmates 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