Learning Intentions and Success Criteria
Personalised learning at the **intended level** of the curriculum attends to student entitlements and optimises outcomes so that learning is deliberate, targeted and relevant for individual learners. The intended curriculum is developmental enabling multiple entry points and allows for the local context whilst responding to system frameworks.

Personalised learning at the **enacted level** is the individual school’s response to the intended curriculum based on deep knowledge of the student, the learning continuum (all areas) and professional practice reflecting agreed contemporary pedagogies. It incorporates structures to include student voice in the co-design.

Personalised learning at the **achieved level** is the attainment of each student’s learning intentions based on success criteria and feedback that enables future learning and ensures progress over time.
Learning Intentions

To build our understanding and ability to develop quality learning intentions and success criteria for improved student outcomes.
Hattie and Timperley (2007) describe three questions that guide learning for students:

Where am I going? (Learning intentions)
How am I going? (Success Criteria)
Where to next? (Feedback)
Where am I going? (Learning intentions)
So what are they?

Learning intentions are brief statements that explicitly describe what students should *know, understand and be able to do* as a result of the learning and teaching.
Knowing where learners need to go:

What we will be learning rather than what we will be doing
Knowing where learners need to go

- The importance of ‘tuning in’ – building on where learners are in their learning
- Setting the scene – why are we learning this
- Explain the situation
- Linking to what is known
- Unfamiliar words and phrases are explained
When students know the learning intention...

- Focus on the purpose of the activity
- Know where to focus their efforts
- More likely to stay on task
- Take responsibility for learning.
Learning Goals & Success Criteria, Ontario 2010

Learning Intention

- **Success criteria** are directly related to the learning intention.
- **Teaching and learning activities** are designed to provide students with opportunities to meet the learning intention.
- **Feedback** is based on the learning intention and the success criteria.
- **Students self-assess** in the light of the learning intention and success criteria.
- **Teacher questioning** always keeps the learning intention in focus.
- The **assessment task/activity** matches the learning intention.
How do you write them?

• Learning intentions should relate to what the students will learn rather than what they will do.

• Learning intentions should be written in student-friendly language, in a way that actively engages students in the learning process.
• Writing the learning goals from the student’s perspective (“We are learning to…) supports students in taking ownership of the learning while simultaneously helping to make the learning more explicit.

• Learning goals can be developed with students orally, visually or in writing, however displaying long term goals can act as a reference point for students as they monitor, reflect on and self assess their progress.

• Teachers should continually help students clarify their understanding of learning goals throughout the duration of their learning experience.
Questioning strategies

• How are you progressing towards your learning intention?
• How do you know?
• What helped you to progress towards your goal?
• How did your learning connect with what you already knew and could do?
Examples of learning intentions

• Learning intentions that focus on knowledge
• Learning intentions that focus on skills
• Learning intentions that focus on understanding

• What do we want students to know, understand and do?
Learning intentions that focus on knowledge

- Knowledge about a particular topic
- Knowledge of how something is done
- Knowledge of why something happens
- Knowledge of what causes something to happen
Learning intentions that focus on skills

Start with the words ‘to be able to’

Imply the acquisition of certain knowledge or understandings
Learning intentions that focus on understanding

Understanding builds on knowledge and requires some kind of processing.

Understanding is of a higher cognitive order than knowledge.
# Learning Intentions

<table>
<thead>
<tr>
<th>Type</th>
<th>Focus</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Cycle</td>
<td>Across periods, quarters, semesters, years</td>
<td>4 weeks to 1 year</td>
</tr>
<tr>
<td>Medium Cycle</td>
<td>Within and between units</td>
<td>1 – 4 weeks</td>
</tr>
<tr>
<td>Short cycle:</td>
<td>Within and between lessons</td>
<td></td>
</tr>
<tr>
<td>Day by day</td>
<td></td>
<td>24 to 48 hours</td>
</tr>
<tr>
<td>Minute by minute</td>
<td></td>
<td>Up to 2 hours</td>
</tr>
</tbody>
</table>

Wiliam and Thompson (2007)
## Getting learning intentions right

<table>
<thead>
<tr>
<th>Muddled learning intention</th>
<th>Clarified learning intention</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>To list what a pet needs to remain healthy</td>
<td>To be able to make a list</td>
<td>A healthy pet</td>
</tr>
<tr>
<td>To use multiplication grid with two digit numbers</td>
<td>To be able to use a multiplication grid</td>
<td>A range of two digit numbers</td>
</tr>
</tbody>
</table>
Learning intentions: what students thought they were learning (Clarke 2005)

<table>
<thead>
<tr>
<th>Learning intention with context</th>
<th>What students thought they were learning</th>
<th>Learning intention without context</th>
<th>What students thought they were learning now</th>
</tr>
</thead>
<tbody>
<tr>
<td>To write instructions to make a sandwich</td>
<td>“I would learn to make a sandwich”</td>
<td>To write instructions. (A sandwich)</td>
<td>“We would be learning to write instructions”.</td>
</tr>
</tbody>
</table>

Clarke, S. (2005) *Formative Assessment in Action: weaving the elements together*
How am I going? (Success Criteria)
Success criteria describe, in specific terms and in language meaningful to students, what successful attainment of the learning intentions looks like. Criteria help students understand what to look for during the learning.

Quality success criteria makes the learning explicit and transparent for students and teachers alike. They identify the significant aspects of student performance that are assessed and/or evaluated in relation to expectations.
What are they?

“…success criteria summarise the key steps or the ingredients the student needs in order to fulfill the learning intention – the main things to do, include or focus on. “

- Shirley Clarke
Why are they important?

How do we know we have met the learning intention?

When success criteria is used.
- The learning becomes more explicit.
- Students can confirm, consolidate and integrate new knowledge.
- Future learning is scaffolded.
- Students can see what quality looks like.
- Encourage independent learning
- Enable accurate feedback
Effective Success Criteria:

- Are **linked** to the learning intention
- Are specific to an activity
- Are **discussed and agreed** with pupils prior to undertaking the activity
- Provide a **scaffold** and focus for pupils while engaged in the activity
- Are used as the basis for **feedback** and peer/self assessment
Learning intention: We are learning to write a narrative.

Activity: Write a ghost story

I will be successful if:
- People enjoy reading my story and it frightens them
- Set the scene in the opening paragraph
- Build up tension and suspense
- Use spooky adjectives and powerful verbs
- End the story with a cliffhanger
Process criteria is more powerful than product success criteria

Need to plan success criteria in advance

Identifying success criteria leads to more focused learning

Success criteria should be gathered from children to give them ownership
Aspects of assessment of learning

In order to provide a comprehensive framework Wiliam and Thompson (2007) proposed three processes were central:

Establishing where the learners are in their learning
Establishing where they are going
Establishing how to get there.
# Aspects of assessment of learning

<table>
<thead>
<tr>
<th></th>
<th>Where is the learner going?</th>
<th>Where the learner is right now?</th>
<th>How to get there</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td>Clarifying and sharing learning intentions and criteria for success</td>
<td>Engineering effective classroom discussion, questions, activities and tasks that elicit evidence of learning</td>
<td>Providing feedback that moves learners forward</td>
</tr>
<tr>
<td><strong>Peer</strong></td>
<td>Understanding and sharing learning intentions and criteria for success</td>
<td>Activating students as instructional resources for one another</td>
<td></td>
</tr>
<tr>
<td><strong>Learner</strong></td>
<td>Understanding learning intentions and criteria for success</td>
<td>Activating students as the owners of their learning</td>
<td></td>
</tr>
</tbody>
</table>
Teachers

- Clear learning intentions
- Challenging success criteria
- Range of learning strategies
- Know when students are not progressing
- Providing feedback
Students

- Understanding learning intentions
- Are challenged by success criteria
- Develop a range of learning strategies
- Know when they are not progressing
- Seek feedback
- Visibly teach themselves
Benefits for Students

Children are more focused and interested, creating a positive learning culture. Their self-esteem is improving.

We have given children the vocab to discuss their own work.

Success can now be achieved by all.

Pupils are beginning to talk more about how they are learning rather than what they are learning.
Benefits for teachers

I’m more sensitive and atuned to individuals’ needs and achievements

Sharing learning intentions and success criteria at the beginning of the lessons has resulted in teacher and pupils working more in partnership towards a common goal

Relationships between teacher and pupils are warmer and positive

My planning is more effective/focused/ and thoughtful
Target: At least one a day!

We are learning to...

- understand the use of figurative language - implied and compared
- understand the situation
- to identify literal and non-literal meanings
- to exaggerate
- able to compare real to not real
- understand the meaning
- identify the different types of figurative language e.g. simile, metaphor, idiom

So that I can...

I'll know I've got it when...

Reading

- Whole class reading strategy
- SSR (20-30 mins)
- Silent reading
- Independent reading tasks
- Teacher group
- Workshop
We are learning to tidy and reset so that we can reuse the equipment next time.

Success Criteria:
- Things are put back where they belong.
- Rubbish is put in the bin.
We are learning about stories in the New Testament.

Success Criteria:
- Who are the characters in the story?
- Say what kind of story it is. Is it a miracle story? Is it a parable? Is it a story of Jesus life?
- What is the message in this story?
- Retell the story using Godly Play materials.
- Retell the story through drawings.
Researchers

John Hattie
www.visiblelearningplus.com

Robert Marzano
www.marzanoresearch.com

Shirley Clarke
www.shirleyclarke-education.org

Dylan Wiliam
www.dylanwiliam.org
Where to now?

- Spend some time on school blog http://personalisation.global2.vic.edu.au/
- Have a go at creating some learning intentions and success criteria- maybe these can be shared at our Celebrating Success PLT in Week 9 of term