

# GDH LEARNING

## Rules of Thumb to . . .

### Success Audit

This is excellent any-time formative practice but is most potent when completed before learning and then in intervals that capture students' progress.

Teacher-created SC for the lessons or learning sequences are shared with students. Students annotate their current level of understanding or ability. Additionally, students should be able to justify their self-assessment by sharing prior learning artefacts or demonstrating skill proficiency at the stated level.

Variations on symbols and icons can include a show of hands or a thumbs up, middle and down. These methods offer quick feedback to teachers, informing differentiated engagement and strategic grouping of students.

Rate your knowledge and skill next to the SC using the symbols.

?	I do not understand this
SH	I can do this with <b>some help</b>
CD	I understand and <b>can do</b> this
CT	I know this so well I <b>could teach</b> it

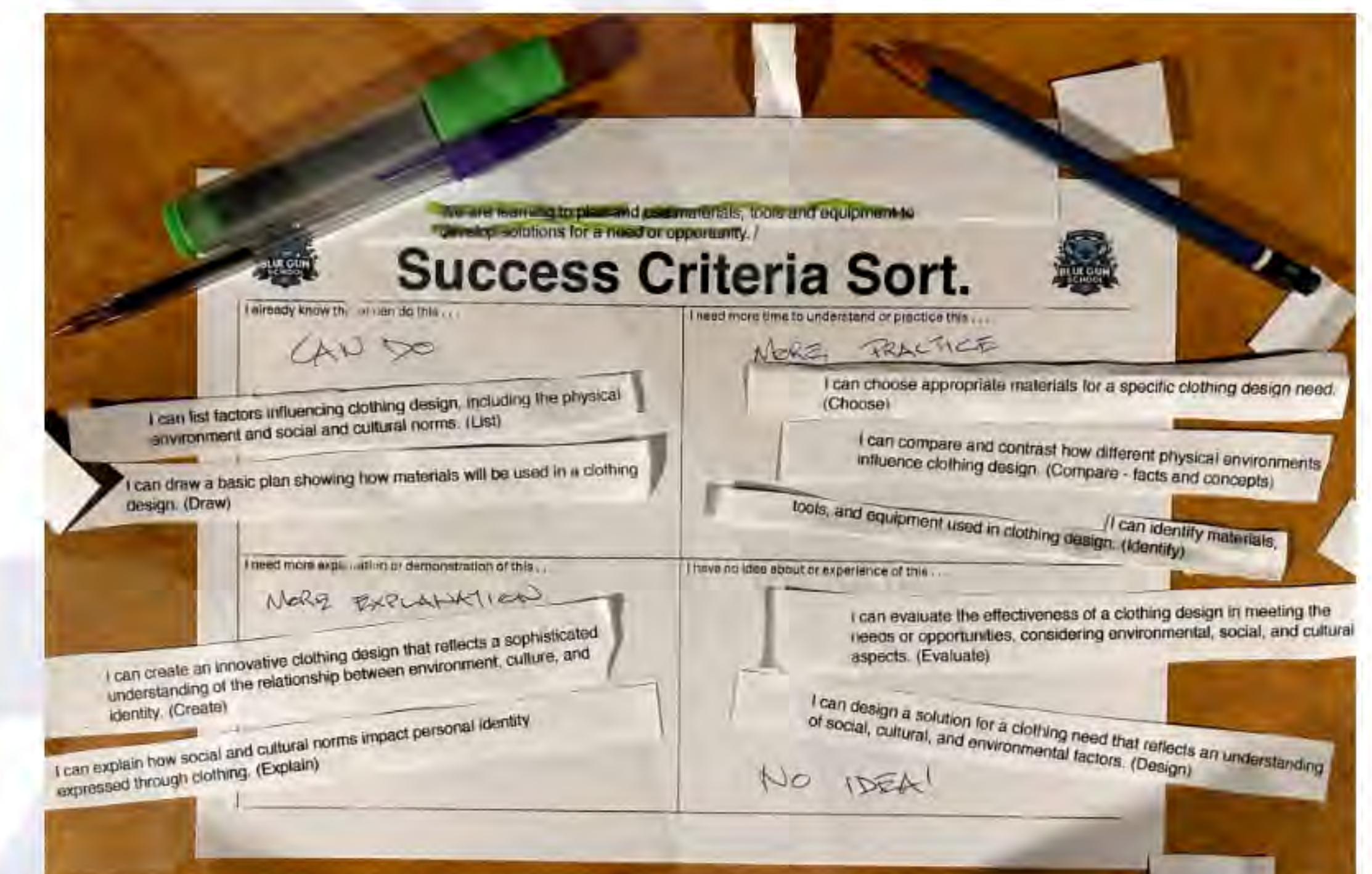
# Activating Success

Success criteria (SC) sorting activities support Agile Learners in orienting their current level of understanding (content) and/or ability (skill fluency). Once this is established, the next best steps (strategies, heuristics, ways of thinking, protocols, or processes) can be identified. SC Sorting should answer the key Agile Learner question; 'Where are you in your learning?'

### Sequencing Success

This is a great way to start a new unit of work. Give individual SC to students and have them arrange SC using a statement grid (right), in sequence or against a learning process metaphor (see below).

The correctly sequenced SC can then form the central column of a single-point rubric for students to self and peer-assess during the unit.



### Seated for Success

Label desks based on students' self-assessments against SC. Set up differentiated activities (e.g. teacher instruction for students at surface level learning, discussion starters for students at deep level learning, peer tutoring for students at transfer level learning).

### Learning Process Metaphor

Metaphors make complex ideas like the Surface, Deep and Transfer Cognitive Model easy for students to understand and use to orient their learning. I asked a student, 'Where are you in your learning?' they replied, 'I'm starting to build the bike, but I don't know all the parts yet.'



Knowing What  
Parts

Knowing How  
Connect



Knowing When  
Adapting