

Success Criteria

- 1) I can describe the three phases of the learning process.
- 2) I can describe the structure of learners' thinking as they progress from snorkeling to scuba diving.
- 3) I can describe characteristics of learning tasks that promote surface, deep, and transfer learning.
- 4) I can define and give examples of clarity in the classroom that supports the progression from snorkeling to scuba diving.
- 5) I can apply my learning to my own classroom.



1. Sur_____ Lea_____ is the in_____ learning of concepts and skills.
 2. That doesn't mean we're not working on com_____ pro_____; it's just that the depth of th_____ isn't there, yet.
 3. This learning is the intr_____ level that begins with dev_____ g con_____ und_____ g.
 4. Surface learning is not sha_____ lea_____ g. It should not be mistaken for engaging in procedures that have no grounding in conceptual understanding.
 5. Through the consolidation of sur_____ lea_____, students begin to retr_____ e inf_____ n eff_____ ly and make room for more comp____x pro____c sol____g.

1. Students move to deep learning when they plan, investigate, and elaborate on their conceptual understandings, and then begin to make generalizations.
 2. This is not about rote learning of rules or procedures. It is about students taking the surface knowledge (which includes conceptual understanding) and, through the intentional instruction designed by the teacher, seeing how their conceptual understanding links to more efficient and flexible ways of thinking about the concept.
 3. Often, this is accomplished when students work collaboratively with their peers, use academic language, and interact in richer ways with ideas.

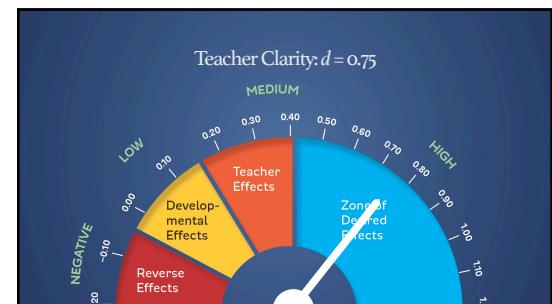
...to take the reins of their own learning, think meta-cognitively, and apply what they know to a variety of real-world contexts.

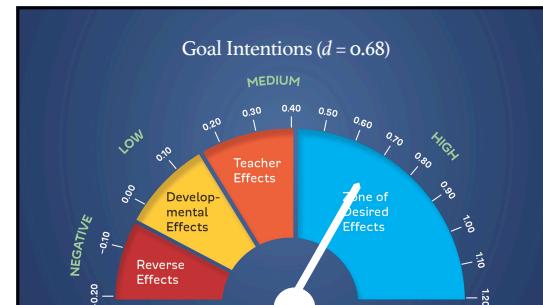
Almarode, Fisher, Frey, & Hattie, 2018



Direct Instruction
 Note-Taking
 Summarizing
 Vocabulary Instruction
 Spaced Practice
 Concept Mapping
 Reciprocal Teaching
 Class Discussion
 Self-Questioning
 Identifying Similarities and Differences
 Problem-Solving Teaching
 Extended Writing
 Peer Tutoring
 Debates/Formal Discussions

Hattie & Donoghue, 2016





- Learning Intentions describe what it is that we want our students to learn.

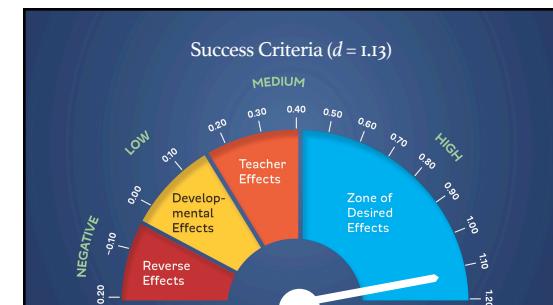
Research says...

Is this a quality Learning Intentions?

Why or why not?

Which is the Learning Intention?

MS-LS1. Develop and use a model to describe function of a cell as a whole and ways parts of cells contribute to the function.



- Success Criteria specify for students the necessary evidence they will need to produce to show whether or not they have achieved the related learning intention.
- Unless teachers are clear about what they want students to learn and what success looks like, they are hardly likely to develop good assessments of that learning.

Ainsworth, 2015

Is this a quality Success Criteria?

Why or why not?

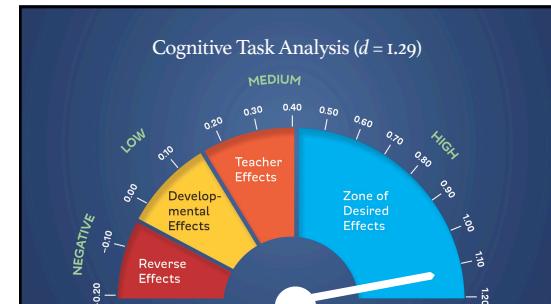
Is this a quality Success Criteria?

Why or why not?

Which is Success Criteria?

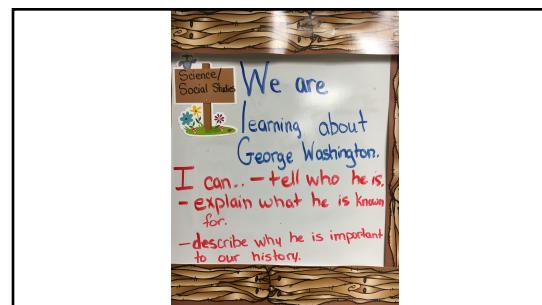
MS-LS1. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.			
Today, I am learning about the parts of a cell and how they help the cell to function.			

I can overhand throw with a side orientation.
 I can overhand throw with three or more components successfully (e.g., side orientation, arm extension, trunk rotation, or stepping in opposition).
 I can overhand throw for a distance of ten yards.
 I can overhand throw to a moving target (e.g., game).



Success Criteria

I can identify the parts of a plant.	I can describe the functions of specific parts of a plant.	I can explain how the functions of plant parts support reproduction, photosynthesis, and specific adaptations.	I can hypothesize/justify about the ability of specific plants to survive in specific environments.
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3rd Grade

Learning Intention: We are learning to compare fractions.

Success Criteria: I'll know I'm successful when I'm able to:

- (1) Draw models to make fraction comparison
- (2) Use symbols to compare fractions
- (3) Explain how the size of great pack can be used to compare fractions
- (4) Create an argument, using evidence to support my thinking

5th Grade

Learning Intention: We are learning to multiply fractions and mixed numbers.

Success Criteria: I'll know I'm successful when I'm able to:

- (1) Draw an area model to multiply fractions
- (2) Apply the distributive property
- (3) Solve word problems (finding the area of rectangles)
- (4) Create arguments (using evidence) to assess reasoning

What is an assessment-capable learner?

- KNOW their current level of understanding.
- KNOW where they are going and are confident to take on the challenge.
- SELECT tools to guide their learning.
- SEEK feedback and recognize that errors are opportunities to learn.
- MONITOR their progress and adjust their learning.
- RECOGNIZE their learning and teach others.

Preschool Learning Intentions

Theme	SC: We are learning to talk lots of our likes and dislikes.
Language	SC: We are learning to speak and listen.
Math	SC: We are learning shapes in our world.
Letter Study	SC: We are learning that is letter R.
Learning Centers	SC: We are learning to explore.

SC: I can name the letter R.
SC: I can write the letter R.
SC: We are learning to explore.
SC: I can play with my friends.
SC: I can take turns.

I can predict what objects will sink or float.

What determine the author's purpose (P.I.E.)
Why
adjust my reading strategy accordingly.
How
I can correctly identify the author's purpose when given any text on grade level.

