

# PROVIDING CLARITY: USING LEARNING TARGETS & SUCCESS CRITERIA TO IMPACT STUDENT LEARNING



**Success  
Criteria 1**

**Success  
Criteria 2**

**Success  
Criteria 3**

**Learning  
Intention for  
today**

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# **SESSION NORMS**

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- 1. Place electronics on silent/vibrate.**
- 2. Remain engaged in learning.**
- 3. Respectfully share opinions.**
- 4. Ask questions for clarification to avoid making assumptions**
- 5. Be the learner that you want your students to be.**

# **TODAY'S LEARNING INTENTION & SUCCESS CRITERIA**

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## **Learning Target (Intention):**

By the end of this session I will understand the importance and the need for teacher clarity and the use of learning targets (intentions) and success criteria.

## **Why is it important?**

It will have a positive impact on student learning.

## **Success Criteria: I can...**

1. Describe what is meant by teacher clarity to my peers
2. Describe what a learning target (intention) and success criteria are and are not
3. List the three critical questions for learning targets and success criteria
- 4.

# MEMORY LANE

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## Haven't we done learning targets before?

### **Teachers are currently doing the following:**

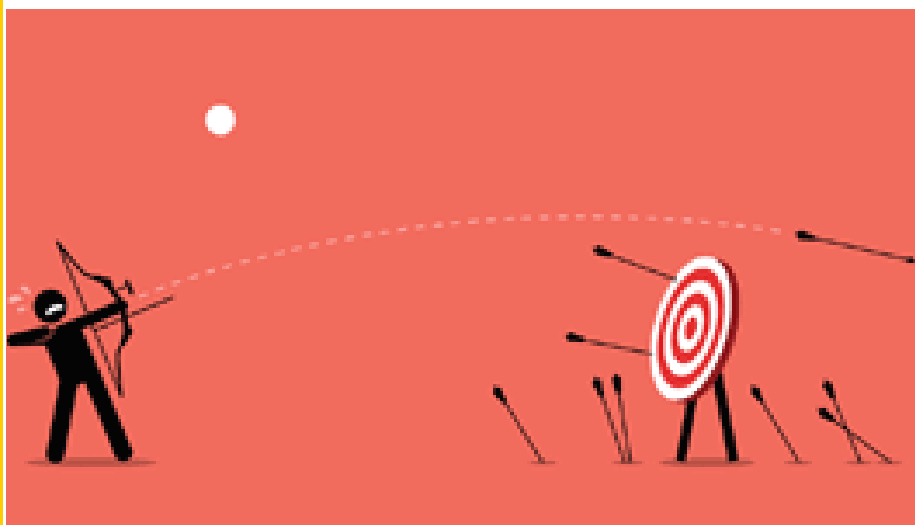
- Putting the standard on the board
- Having the students break down the nouns and verbs
- Writing the essential questions on the board
- Writing the learning targets on the board
- Saying the learning targets and standards

### **Leaders are doing the following:**

- Conducting focus walks to see if standards and learning targets are posted
- Asking students what is the learning target for the day

# ARE WE GETTING THE RESULTS THAT WE WANT?

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# **THINK, PAIR, & SHARE**

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- 1. How do you know if students are making progress towards the learning target (intention) for the day?**
- 2. How do students know if they have achieved or are making progress towards the intended learning for the day?**
- 3. What does that look like in your class?**

# **BUTTERFLY DRAWING TIME**

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**Learning Target (Intention):**

**I can draw a butterfly.**

**Directions:**

1. Take out a piece of paper and draw a butterfly.



## BUTTERFLY EVALUATION TIME

- If your butterfly has wings, give yourself 3 points
- If your butterfly has an antennae, give yourself 5 points
- If your butterfly has elongated wings, give yourself 5 points
- If your butterfly doesn't have a small bud drawn at the end of each antennae take off 6 points
- If your butterfly has circles or dots on the wings-take off 7 points
- If your butterfly does not have the wings darkly shaded around the edge take off 8 points
- If your butterfly abdomen is not shaded take off 3 points

**THIS IS WHAT YOUR  
BUTTERFLY SHOULD LOOK  
LIKE. HOW DID YOU SCORE?**

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# LET'S TALK ABOUT IT

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- How did it make you feel after you were assessed on the drawing?
- If this was a lesson and/or an assessment, what would you change?
- Was their clarity in your learning?
- Do we do this with our students?

**If you could do one thing that could have a significant impact on student learning in your classroom, but also build a foundation for other significant influences, what would it be?**

**TEACHER CLARITY!**

# WHAT IS TEACHER CLARITY?

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Communicating the learning intention and success criteria so students can identify where they are going in their learning, how they are progressing, and where they will go next, thus providing students enough clarity to own their learning. (Hattie, 2009)

## WHAT DOES THE RESEARCH SAY?

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### John Hattie's research says:

A learning effect size of 0.40 equates to a year's growth in learning. Implementing teacher clarity correctly results in an effect size of 0.75. This results in almost twice the effect size on one year of formal schooling.

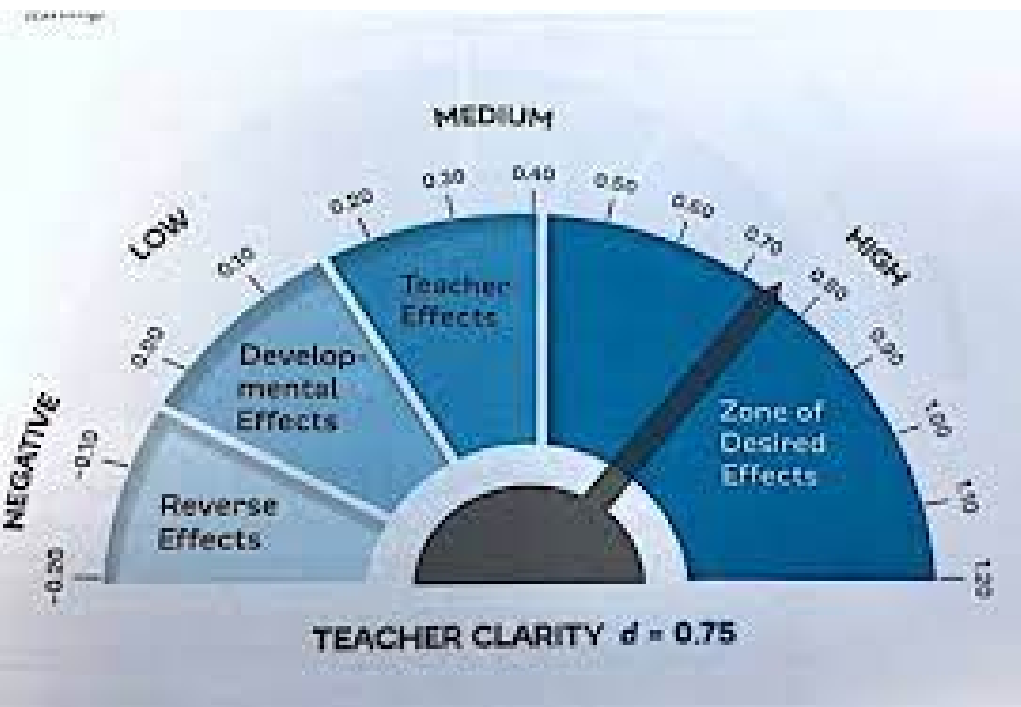
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# THE RESULTS ARE QUITE IMPRESSIVE WHEN TEACHER CLARITY IS ACHIEVED

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John Hattie refers to teacher clarity as assessment-capable learners and it has an effective size of 1.33 or

**triple the rate of learning!**





# IMPACT ON THE CONTINUOUS IMPROVEMENT CYCLE

## Coherent Instruction:

- Planning for Quality Instruction
- Delivering Quality Instruction
- Monitoring Student Progress
- Refining the Instruction System



# IMPACT ON THE CONTINUOUS IMPROVEMENT CYCLE

## Professional Capacity:

- Develop Staff
- Ensuring Staff Collaboration



# IMPACT ON THE CONTINUOUS IMPROVEMENT CYCLE

## Effective Leadership:

- Ensuring High Quality Instruction in All Classrooms
- Ensuring Staff Collaboration



# **IMPACT OF CLARITY ON TEACHERS:**

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- **Select better learning experiences for students by taking a deeper look at the rigor and intention of the standard**
- **Showing students what success looks like and design opportunities for student to be involved in their own thinking and learning**
- **More of a focus and alignment to the instructional framework.**
- **Provide timely feedback...Teacher to student. Student to teacher.**
- **Gather evidence (formative assessments) to determine where the next steps will be for students**

## **IMPACT ON THE TEACHER ASSESSMENT ON PERFORMANCE STANDARDS**

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- **TAPS 2:** Instructional Planning
- **TAPS 4:** Differentiated Instruction
- **TAPS 5:** Assessment Strategies
- **TAPS 6:** Assessment Uses
- **TAPS 8:** Academically Challenging Environment

# **IMPACT OF CLARITY ON STUDENTS**

**Doesn't hide the learning!** Letting the students know right up front...this is what we are learning for the day and how they will be successful! The learning becomes visible.

## **GROWTH IN LEARNING!**



**VS.**



# **JOHN HATTIE LEARNING INTENTIONS & SUCCESS CRITERIA**

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## **DISCUSSION TIME**

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At your table list two take a ways from what you viewed and heard so far

### **LET'S BUILD A SNOWMAN!**

At your table, work together as a team to build a snowman. Come up with your own learning intention (target) and success criteria to successfully build a snowman for your group.



## **ARE YOUR STUDENTS FLYING BLIND?**

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If teachers do not provide students with clear success criteria for each learning intention (target), students will stumble in the dark.



## **SO WHAT'S THE DIFFERENCE?**

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**Learning Intention (Target)**



**Success Criteria**

# **WHERE TO BEGIN? START WITH THE STANDARD THEN...**

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- 1. Gather baseline data on your students. Go into classrooms and ask these three questions of your students.**
  - What are you learning today?
  - Why are you learning it?
  - How will you know that you are successful today in your learning?

# WHERE TO BEGIN? START WITH THE STANDARD THEN...

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## 2. Defining the Learning Intention.

### **Learning Intention (Target) - A**

description of what the student is going to learn by the end of today's lesson, stated in age appropriate language but retaining the rigor and intent of the standard that students can understand and aim for **during today's lesson**. It establishes the learning destination - "Where are we going?"

# WHERE TO BEGIN? START WITH THE STANDARD THEN...

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## 3. Defining Success Criteria

### Success Criteria -

-A description of what it means to do quality work in **today's lesson**, observable, and measurable so that students can use them to assess the quality of their work while they are learning.

-It explains what good work (success) looks like for **today's lesson**. Specific criteria are specific to the learning target, understandable and visible.

-They are the "look-fors" while students are doing the lesson.

**The success criteria does not change for students who struggle. The methods and strategies change, but never the success criteria.**

## **WHERE TO BEGIN? START WITH THE STANDARD THEN...**

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**4. Communication! The Learning Intention and Success Criteria must be known by the student and teacher!**

- What are you learning today?
- Why are you learning it?
- How will you know that you are successful today in your learning?

## **EXAMPLES OF LEARNING INTENTIONS WITH SUCCESS CRITERIA**

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**Learning Intention:** I can find proper nouns in a story.

**Success Criteria:** I can read a story and circle all the proper nouns I find.

**Learning Intention:** I can use information from maps, charts and graphs to identify factors of different Western European Cultures.

**Success Criteria:** I can use maps to compare and contrast different landforms. I can map the natural resources of the Western European countries.

# EXAMPLES OF LEARNING INTENTIONS WITH SUCCESS CRITERIA

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**Learning Intention:** I can establish the importance of ideas and details presented in a text and share my thinking with peers in complete sentences.

**Success Criteria:** I can...

**Rate the ideas and details in terms of their importance from low to high**

**Explain the importance of the ideas and details selected by doing a quick write**



# EXAMPLES OF LEARNING INTENTIONS WITH SUCCESS CRITERIA

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**Learning Intention:** I can cite strong textual evidence to support analysis of what the text says explicitly.

**Success Criteria:** I can...

List important details in the text

Provide a rationale for why the evidence supports the details

# EXAMPLES OF LEARNING INTENTIONS WITH SUCCESS CRITERIA

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**Learning Intention:** I can discover the product property of exponents by expanding and simplifying exponential expressions.

**Success Criteria: I can...**

**Expand exponential expressions**

**Simplify multiplication strings by using exponential notation**

## **ARE THESE GOOD LEARNING INTENTIONS AND SUCCESS CRITERIA?**

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**Learning Intention:** I can understand how fractions relate to division.

**Success Criteria:** I can use a model to divide two whole numbers that have a fraction as the quotient.

**Learning Intention:** I can identify the geographical features of Canada.

**Success Criteria:** I can create a poster of Canada.

## **SO WHAT IS THE DIFFERENCE BETWEEN LEARNING INTENTIONS & SUCCESS CRITERIA?**

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### **Turn and Discuss**

Learning targets describe what students are going to learn, whereas Success Criteria describes how students are going to acquire that learning (i.e., what they are going to do in order to move towards the Learning target. What are the "look-fors?").

## **A SIMPLE WAY TO REMEMBER**

**Learning Intention (Target)** = What is it that I want you to learn?

**Success Criteria** = Things that you can observe. What will you use as concrete evidence of learning?

## **THE NEED FOR BOTH LEARNING INTENTIONS (TARGETS) & SUCCESS CRITERIA**

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Learning intentions are the first principle of meaningful learning and effective teaching.

Learning intentions **AND** success criteria serve a purpose of working towards mastery of the standard.

Is not a learning intention and success criteria unless the teacher **AND** the student aim for it during the day's lesson

# SOME EXAMPLES OF LEARNING INTENTIONS & SUCCESS CRITERIA


**The Main Idea**


**Learning Goal**  
I will find and tell the main idea of books we read.

**Success Criteria**

1. I think about the title.
2. I look at the pictures.
3. I think about fiction and non-fiction.
4. I wonder...  
What is the main idea?
5. I read and think about the words.
6. I tell the main idea.

**Title:**





**Learning Intention**  
We are learning how to read digital and analogue time and use them to solve simple problems.

**Success Criteria**  
We will be able to:

- convert between units of time
- Tell the time using am and pm
- tell the time to  $\frac{1}{4}$  past and  $\frac{1}{4}$  to the hour
- calculate elapsed time to problem solve

**MATH**

**Learning Goal:** solve problems involving addition of two digit number.

**Success Criteria:**

- ✓ We will decompose numbers (break apart)
- ✓ We will explain our thinking (e.g. I did this because...)
- ✓ We will use "number talk" strategies (e.g. doubles, making friendly numbers, etc.)
- ✓ We will use our "math wordings"
- ✓ We will use math words (e.g. bigger, smaller, tens place, ones place, add, subtract, etc.)

# LEARNING TARGET: I CAN USE INFORMATION FROM MAPS, CHARTS, AND GRAPHS TO IDENTIFY KEY FACTORS OF DIFFERENT EUROPEAN COUNTRIES

Rate your mastery Success Criteria: I Can	Not Yet	On my way	I've Got this
Create a graph that compares the average wealth of citizens of three European countries			
Map the natural resources of the European countries			
Use maps to compare and contrast different landforms			



# LET'S PRACTICE

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1. Pull up the current standard that your students are working on.

2. Use the poster paper on your table to write the learning intention (target).

**What is it that you want the student to learn by the end of today's lesson?**

3. Use the poster paper on your table to write the success criteria beneath your learning intention.

**-Things that you can observe.**

**-What steps will your students take to reach the learning intention of today's lesson?**

**-What will you use as concrete evidence of learning?**

# **GALLERY WALK**

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1. One member at your table will give each person 5 sticky notes.
2. Your team will have 1 minute to rotate from each learning intention and success criteria poster to write down feedback on your sticky note and put on the poster.
3. Once you have completed, sit back at your table and vote on the best learning intention and success criteria poster.

# SESSION FEEDBACK

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Thank you for attending this session.  
Please take a moment to provide your  
feedback by scanning the following QR  
code.

