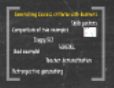
Using Learning Outcomes and Success Criteria





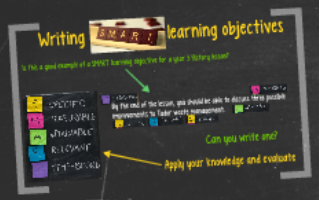


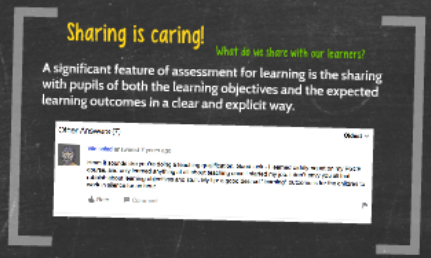


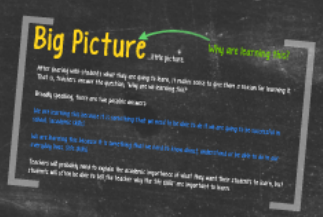
















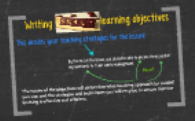




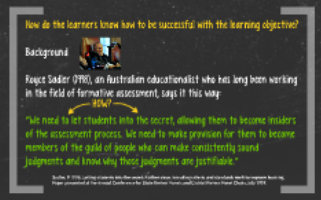














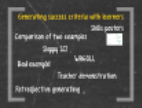




Using Learning Outcomes and Success Criteria

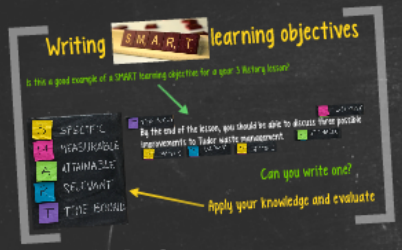


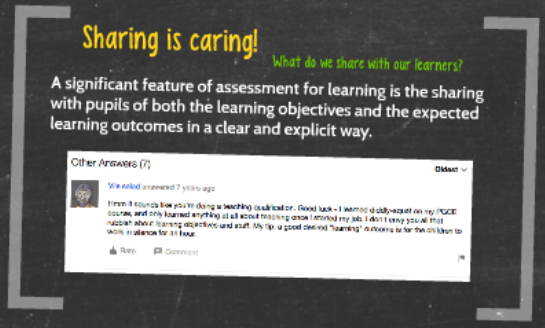


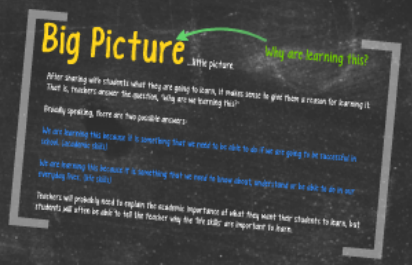


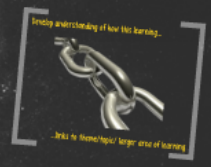


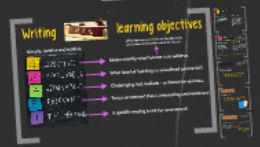




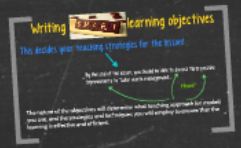




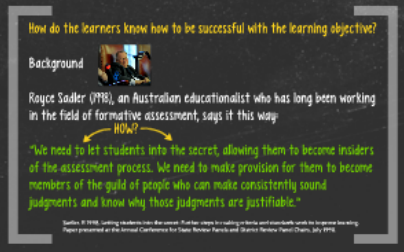


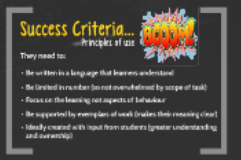


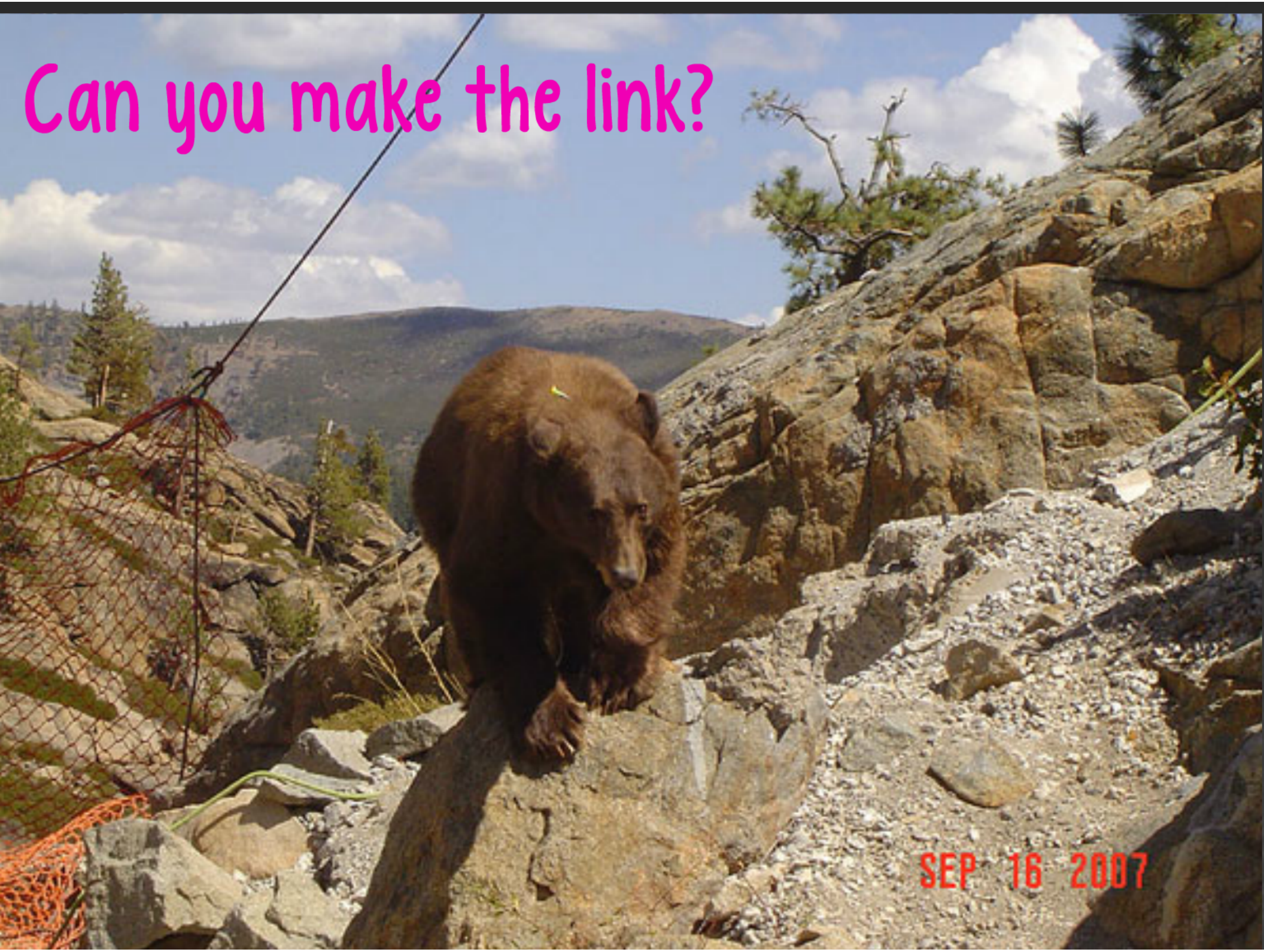








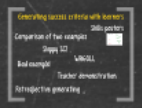



Can you make the link?
SEP 16 2007

Using Learning Outcomes and Success Criteria

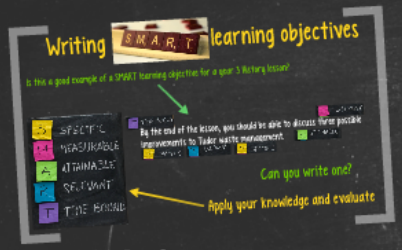


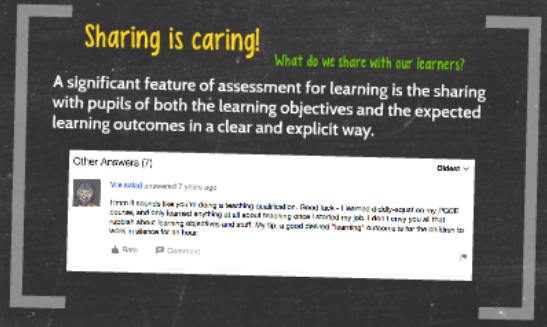


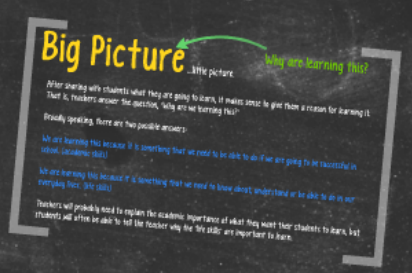


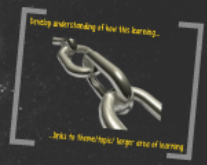


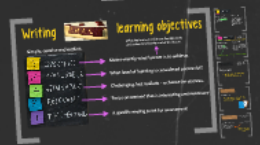




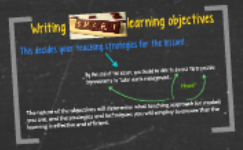




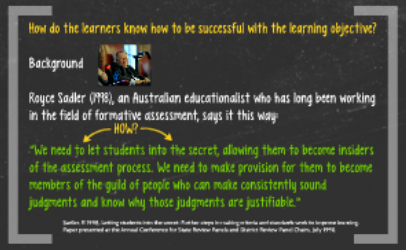


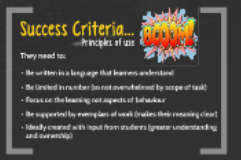












Sharing is caring!

What do we share with our learners?

A significant feature of assessment for learning is the sharing with pupils of both the learning objectives and the expected learning outcomes in a clear and explicit way.

Other Answers (7) **Oldest**



Vile salad answered 7 years ago

Hmm it sounds like you're doing a teaching qualification. Good luck - I learned diddly-squat on my PGCE course, and only learned anything at all about teaching once I started my job. I don't envy you all that rubbish about learning objectives and stuff. My tip: a good desired "learning" outcome is for the children to work in silence for an hour.

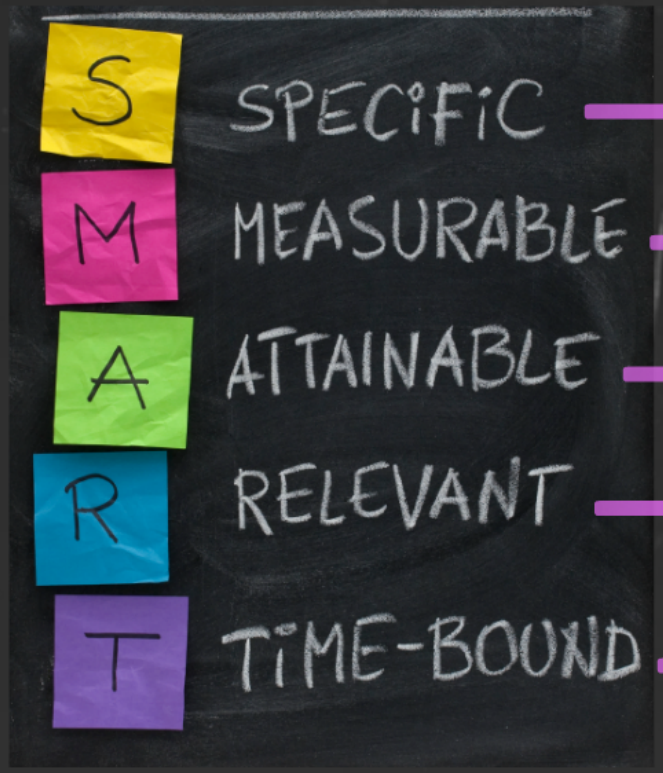
Rate Comment



Writing  learning objectives

Simple, concise and explicit.

What the learners will know, be able to do and understand by the end of the lesson



States exactly what learner is to achieve.

What level of learning is considered successful?

Challenging, but realistic - a chance for success.

Focus on content that is interesting and necessary

A specific ending point for assessment



Non-specific example

Children will make notes about the stock market crash of 1929.

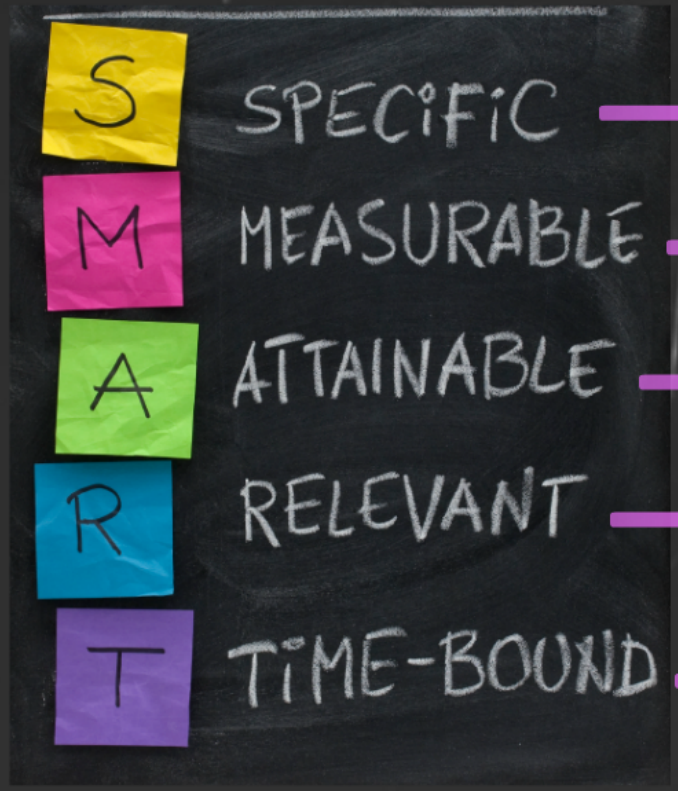
Specific example

By the end of the lesson, children will be able to complete Multi-flow thinking map showing the causes and effects of the stock market crash of 1929.

Writing  learning objectives

Simple, concise and explicit.

What the learners will know, be able to do and understand by the end of the lesson



States exactly what learner is to achieve.

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A specific ending point for assessment

M MEASURABLE

How will the learning be measured?

Quantifiable, concrete criteria for assessment

Non-measurable example

Children will discover diversity in a meadow by coming face to face with it.

Measurable example

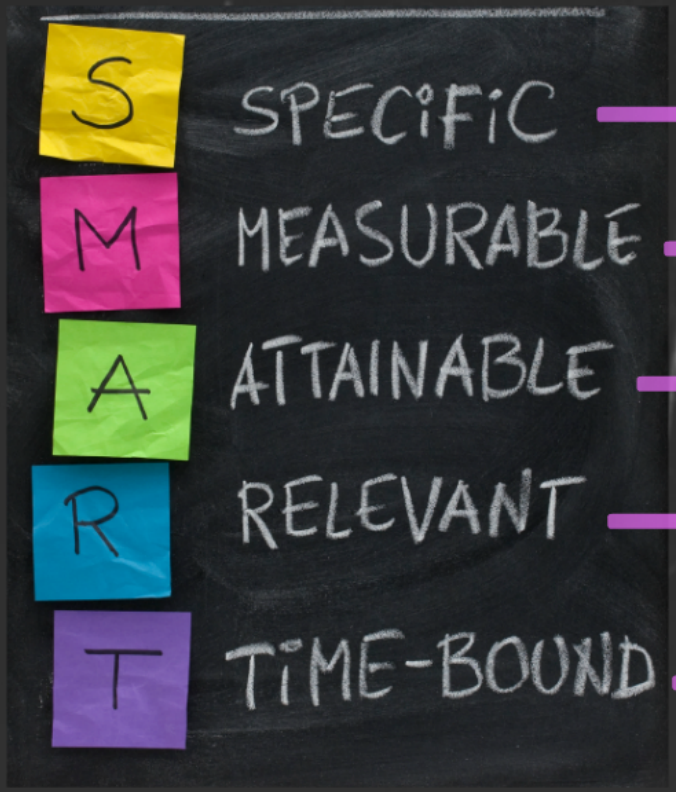
After a field trip, children will be able to describe at least 6 plant species and 6 animal species found in a meadow.

Unclear as to what children are to learn...so much diversity in meadow

Writing  learning objectives

Simple, concise and explicit.

What the learners will know, be able to do and understand by the end of the lesson



States exactly what learner is to achieve.

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Focus on content that is interesting and necessary

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Written at appropriate developmental levels for children's success

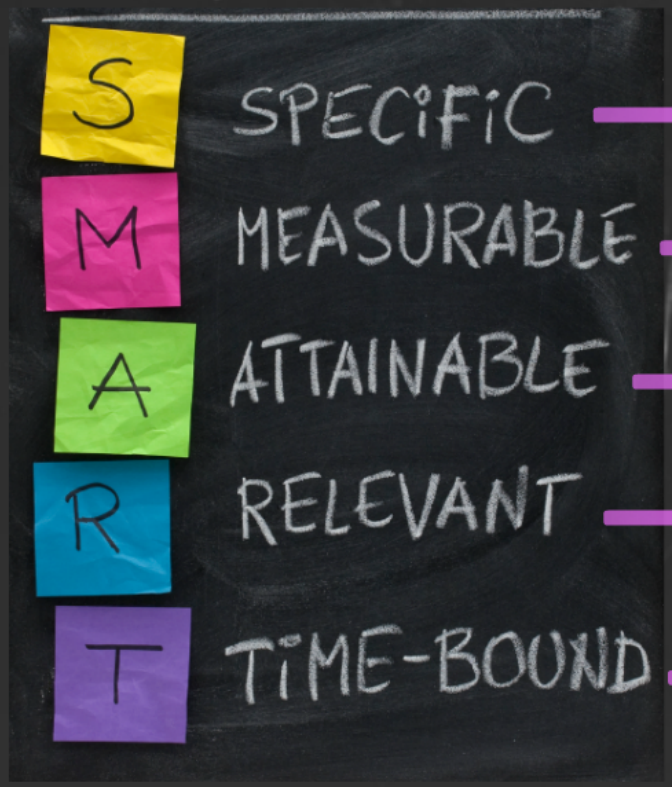
Think, pair, share...

Can you think of an example of a learning outcome that is not attainable?

Writing learning objectives



Simple, concise and explicit.



What the learners will know, be able to do and understand by the end of the lesson

States exactly what learner is to achieve.

What level of learning is considered successful?

Challenging, but realistic - a chance for success.

Focus on content that is interesting and necessary

A specific ending point for assessment

R RELEVANT

Think, pair, share...

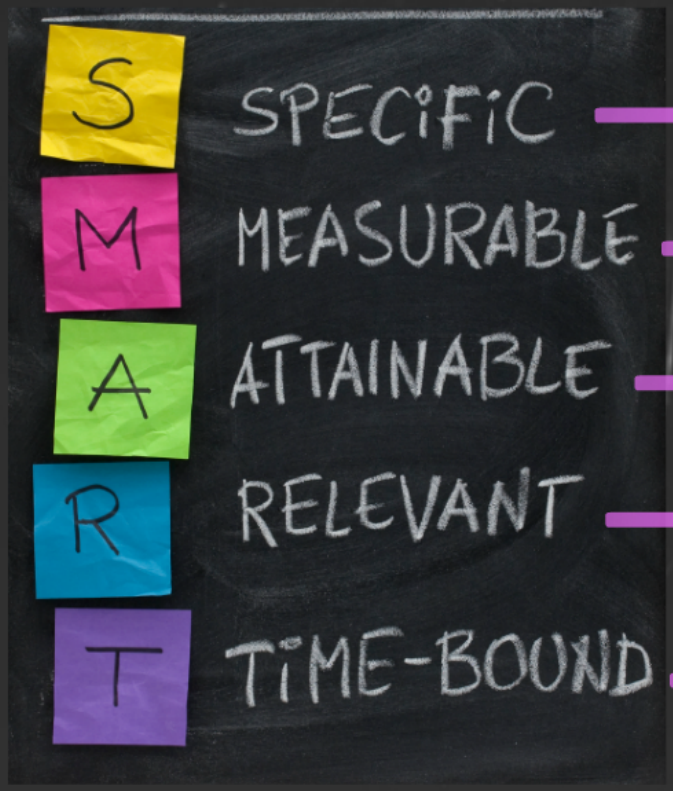
How do you make sure that your learning outcomes are ALWAYS relevant?



Writing  learning objectives

Simple, concise and explicit.

What the learners will know, be able to do and understand by the end of the lesson



States exactly what learner is to achieve.

What level of learning is considered successful?

Challenging, but realistic - a chance for success.

Focus on content that is interesting and necessary

A specific ending point for assessment

T TIME-BOUND

So that what the learners will know, be able to do and understand can be formatively assessed.

Non-Time-bound example

Children will evaluate the impact humans have on the local coastline

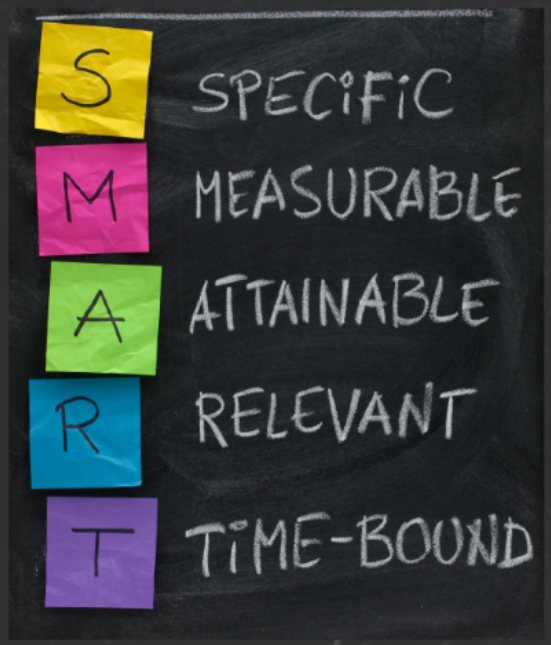
Time-bound example?



Working on your own, can you change this to a time-bound example?

Writing  learning objectives

Is this a good example of a SMART learning objective for a year 3 History lesson?



T TIME-BOUND

M MEASURABLE

By the end of the lesson, you should be able to discuss three possible improvements to Tudor waste management.

A ATTAINABLE

S SPECIFIC R RELEVANT S SPECIFIC

Can you write one?

Apply your knowledge and evaluate



learning objectives



Writing  learning objectives

This decides your teaching strategies for the lesson!

By the end of the lesson, you should be able to discuss three possible improvements to Tudor waste management.

How?

The nature of the objectives will determine what teaching approach (or model) you use, and the strategies and techniques you will employ to ensure that the learning is effective and efficient.

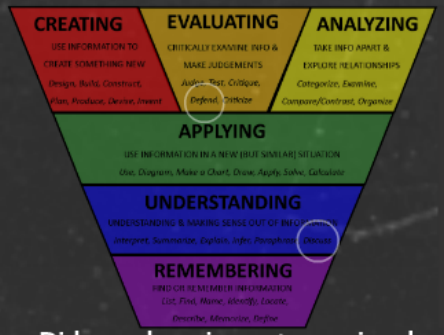
Writing  learning objectives

Let's take this to the next level!



Where is the verb?

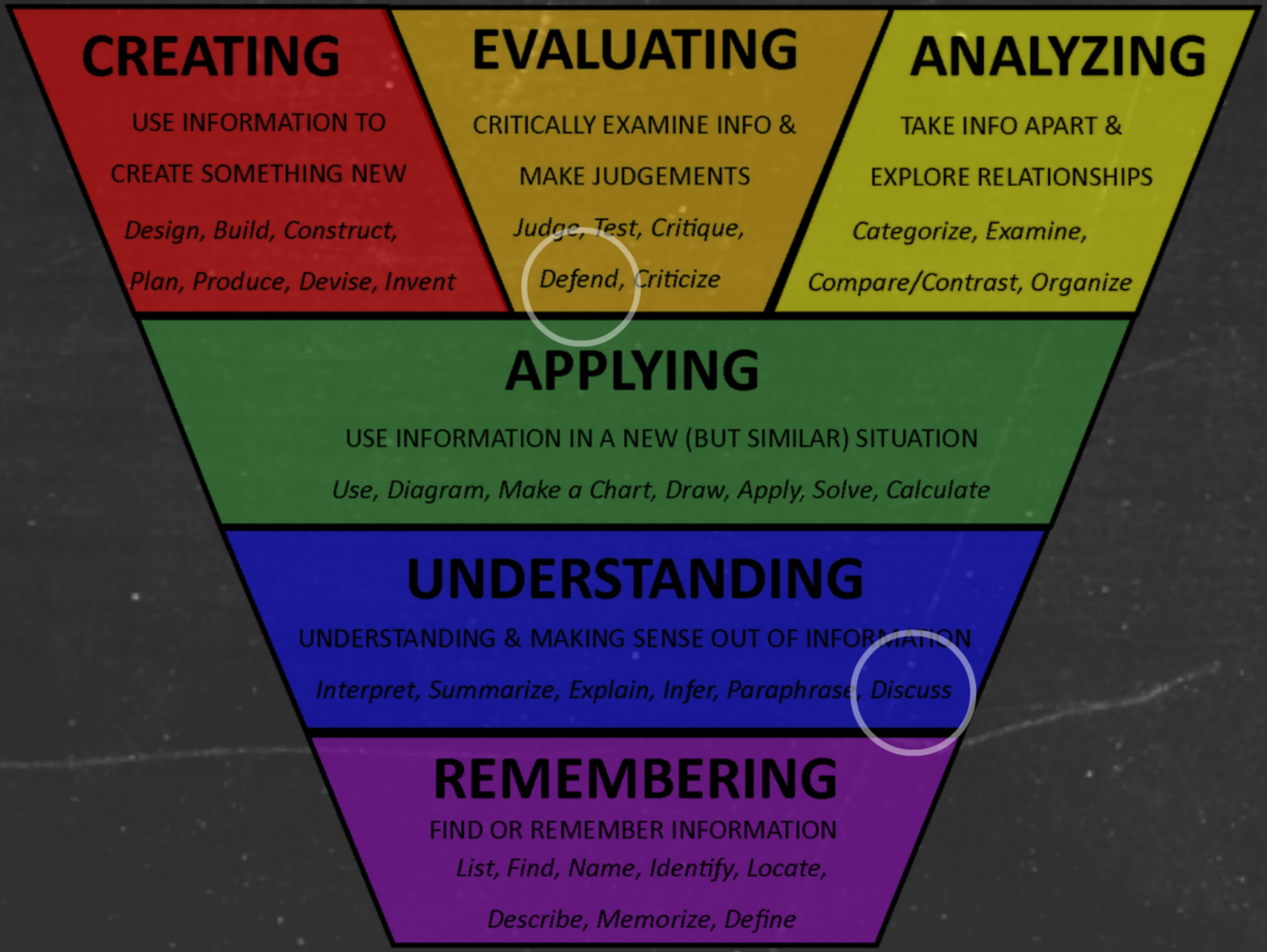
By the end of the lesson, you should be able to discuss three possible improvements to Tudor waste management.



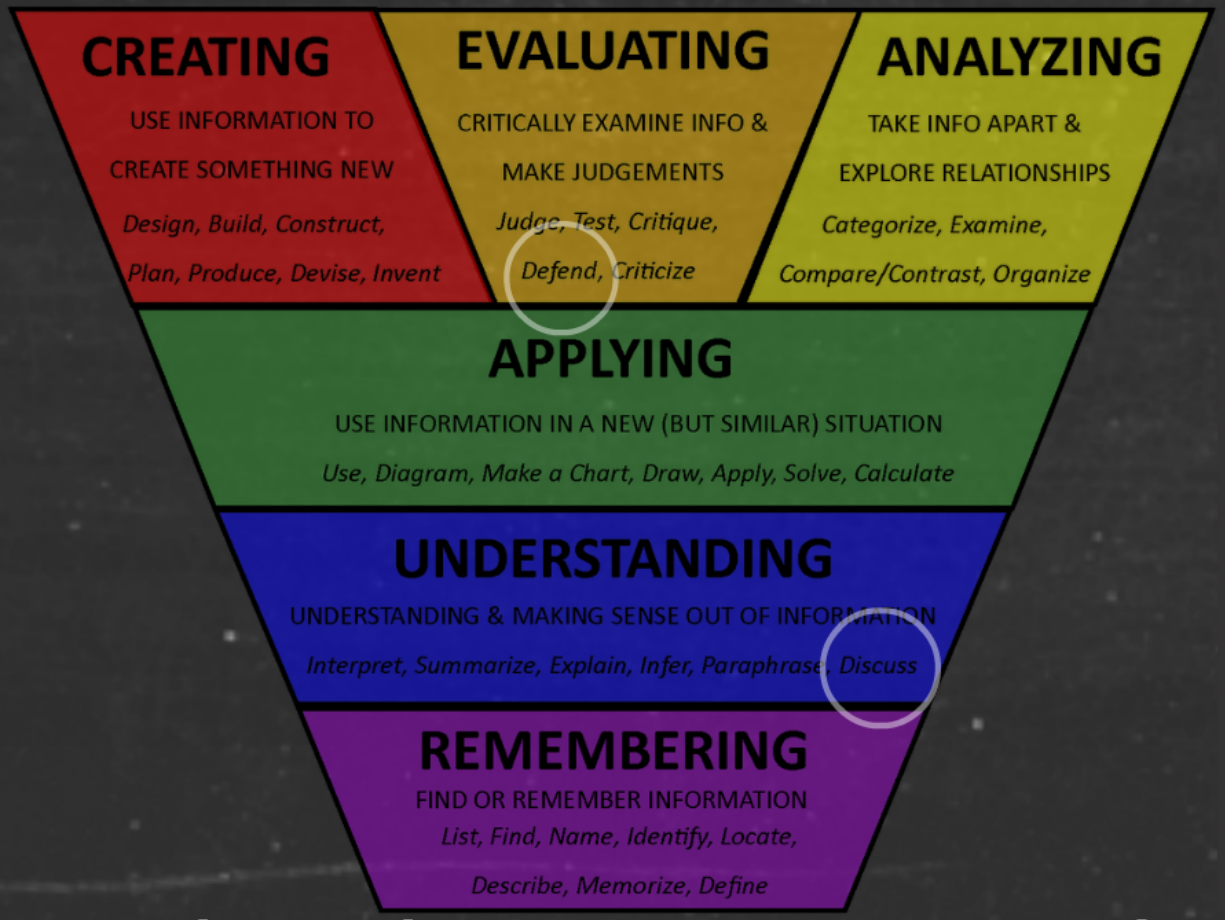
Can you...
...rewrite it so it does?



Did your learning outcome involve higher order thinking?



Did your learning outcome involve h



Can you...

...rewrite it so it does?



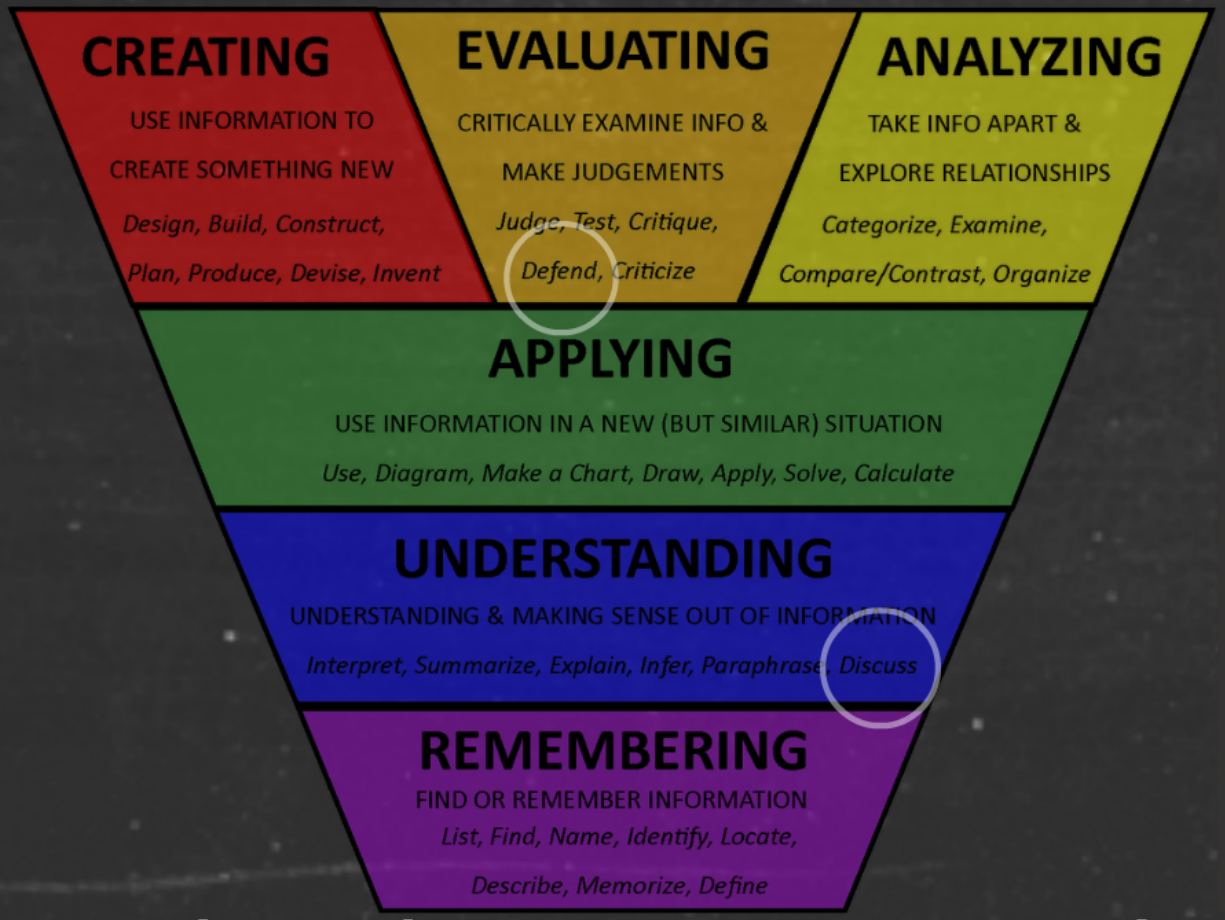
Did your learning outcome involve higher order thinking?

Weasel words!



Some Bloom's words are too general, lack specificity and cannot be measured.

Can you find any?



Can you...

...rewrite it so it does?



Did your learning outcome involve higher order thinking?

Big Picture ...little picture.

Why are learning this?

After sharing with students what they are going to learn, it makes sense to give them a reason for learning it. That is, teachers answer the question, 'Why are we learning this?'

Broadly speaking, there are two possible answers:

We are learning this because it is something that we need to be able to do if we are going to be successful in school. (academic skills)

We are learning this because it is something that we need to know about, understand or be able to do in our everyday lives. (life skills)

Teachers will probably need to explain the academic importance of what they want their students to learn, but students will often be able to tell the teacher why the 'life skills' are important to learn.

Develop understanding of how this learning...



...links to theme/topic/ larger area of learning

You have 1 min to draw a house.



Talk partners

1) What is successful about your partners house?

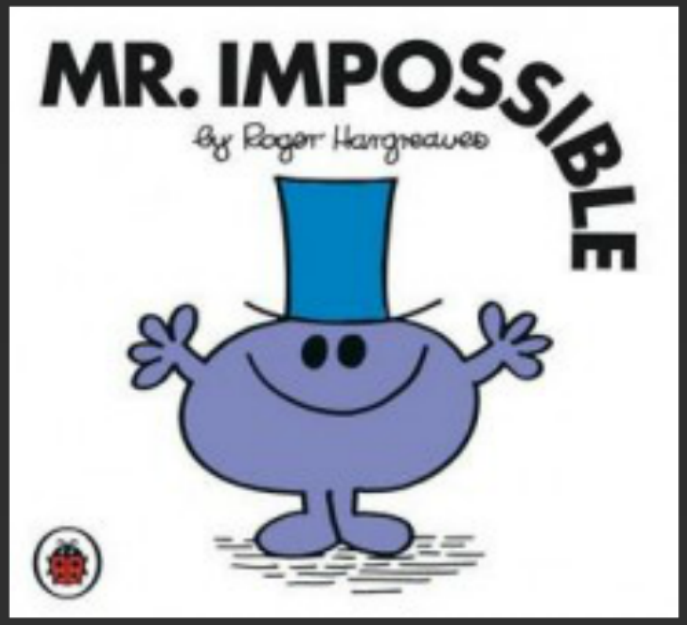
2) What could be done to improve your house?



Mark you partner's house

- Door ramp for wheelchair access 30
- Disabled parking space by gate 20
- All rooms on ground floor 10
- Shrubs and flowers in garden 10
- Intercom on door 20
- Flat path leading to garden shed 10

What point am I trying to make?

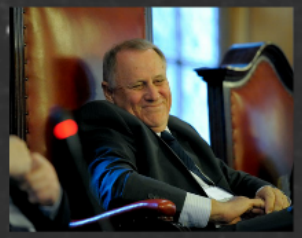


'Any learner needs to know what they are learning to do and what they will be judged on.'

Gilbert (2010)

How do the learners know how to be successful with the learning objective?

Background

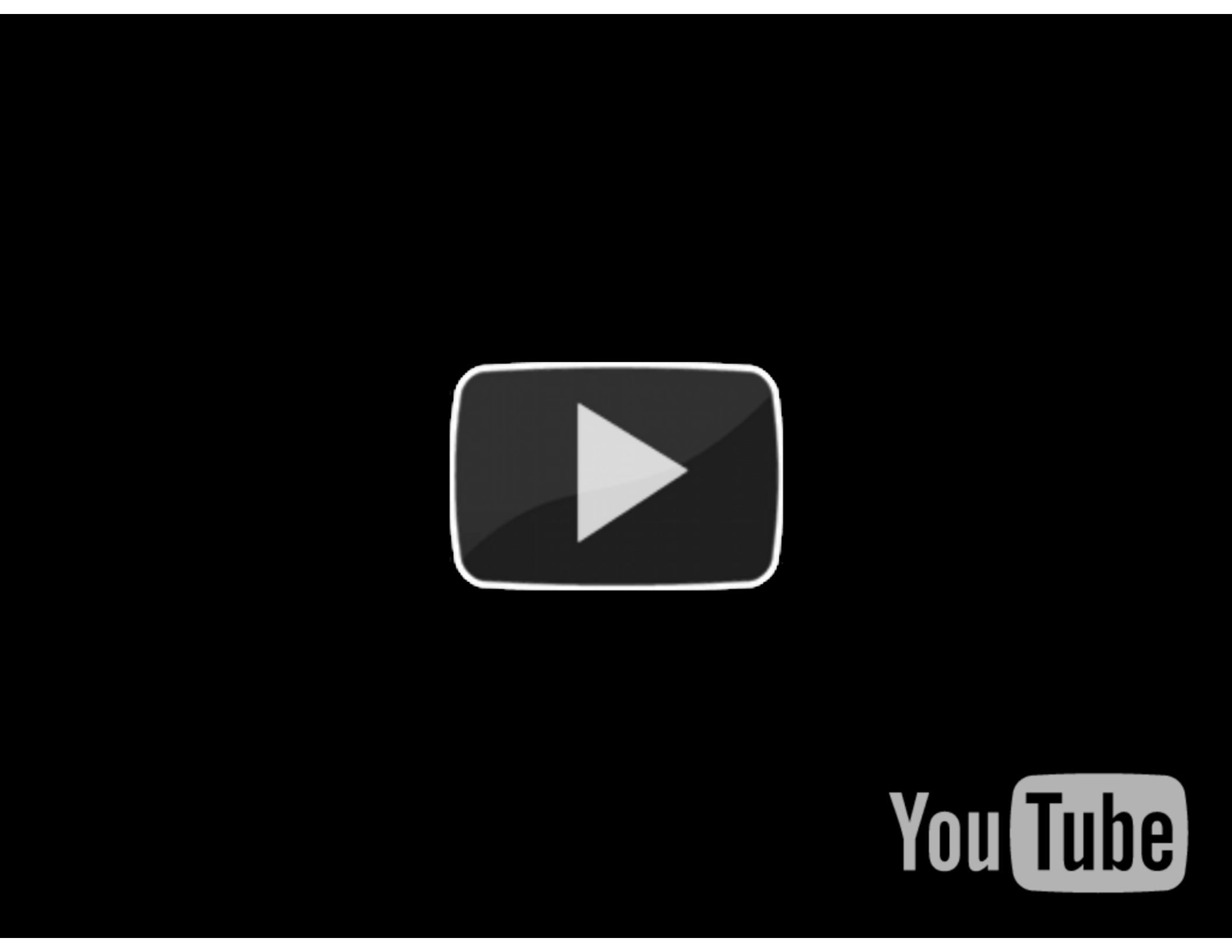


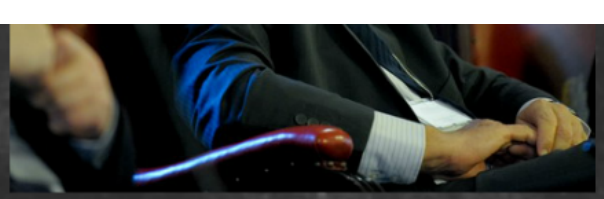
Royce Sadler (1998), an Australian educationalist who has long been working in the field of formative assessment, says it this way:

HOW?

"We need to let students into the secret, allowing them to become insiders of the assessment process. We need to make provision for them to become members of the guild of people who can make consistently sound judgments and know why those judgments are justifiable."

Sadler, R 1998, Letting students into the secret: Further steps in making criteria and standards work to improve learning. Paper presented at the Annual Conference for State Review Panels and District Review Panel Chairs, July 1998.


YouTube



Royce Sadler (1998), an Australian educati
in the field of formative assessment, says

HOW?

"We need to let students into the secret,
of the assessment process. We need to m
members of the guild of people who can m
judgments and know why those judgment

Success Criteria...



What are they?

- The ingredients of our learning objectives
- Can simply be a list or rubric of how to be successful
- The tools for equipping the learners to self and peer assess
- Suggestions to achieve learning objective
- A list of 'remember to' prompts



Success Criteria...

Principles of use



They need to:

- Be written in a language that learners understand
- Be limited in number (so not overwhelmed by scope of task)
- Focus on the learning not aspects of behaviour
- Be supported by exemplars of work (makes their meaning clear)
- Ideally created with input from students (greater understanding and ownership)

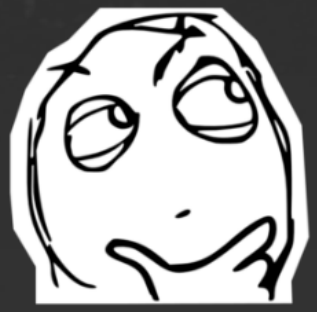
Success Criteria...



Known by teachers first?

Same for all?

Constantly referred to?



Thoughts on any of the above?

Excellence Model



Show and elicit



'It's bright"

'The Christmas trees are nice'

'The letters are a bit funny sometimes'



'The reindeer is nice.'

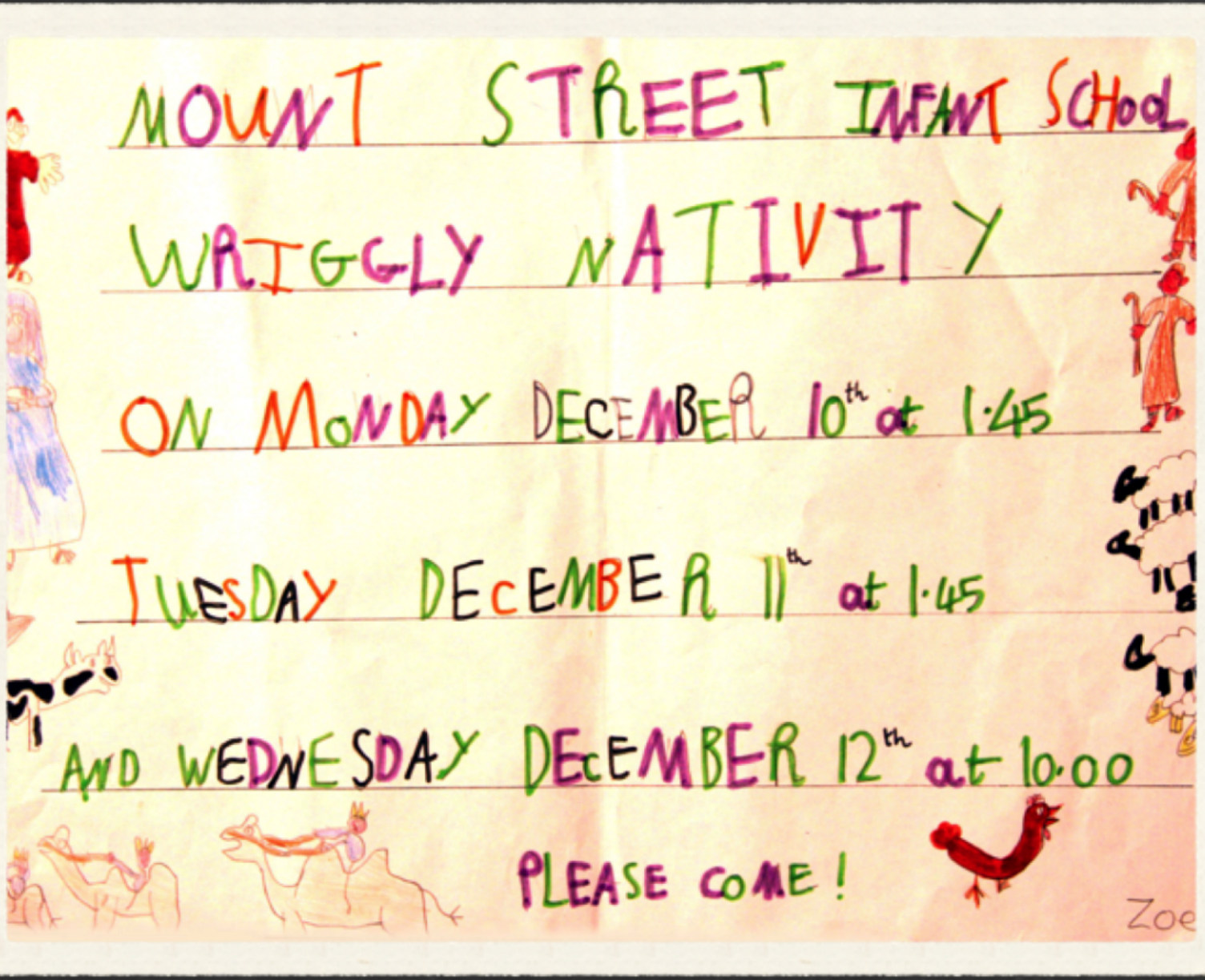
'Yellow drawings don't stand out.'



"This is the easiest to read."

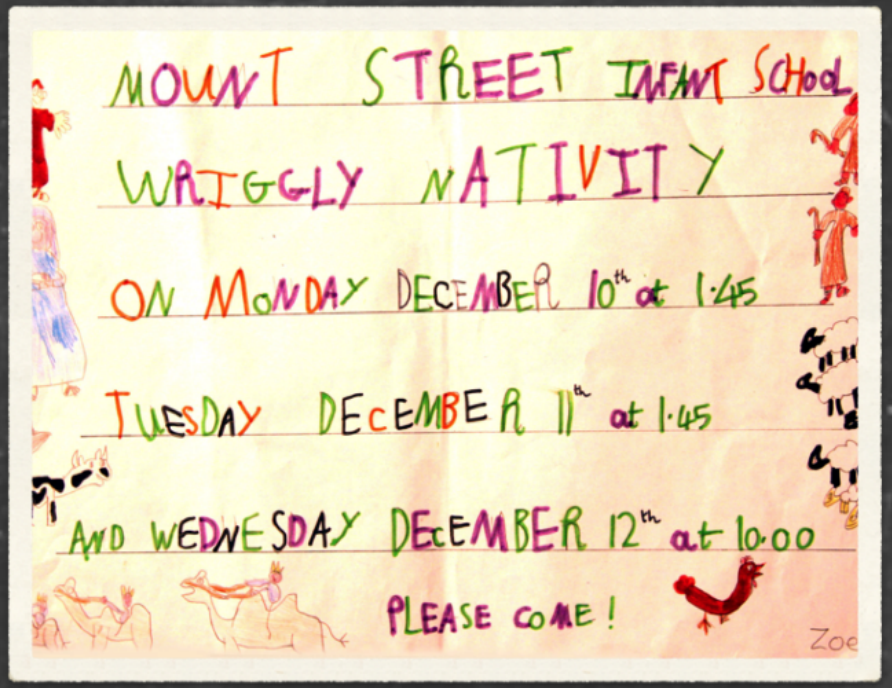
Success criteria generated by children

- make all your letters the same size
- use dark colours
- don't use yellow
- put pictures round the edge, not in the middle
- check that you have copied all words & numbers


MOUNT STREET INFANT SCHOOL
WRIGGLY NATIVITY
ON MONDAY DECEMBER 10th at 1.45
TUESDAY DECEMBER 11th at 1.45
AND WEDNESDAY DECEMBER 12th at 10.00
PLEASE COME!
Zoe

Success criteria generated by children

- make all your letters the same size
- use dark colours
- don't use yellow
- put pictures round the edge, not in the middle
- check that you have copied all words & numbers



Model of Excellence

London, in the Year of 1666. It was the middle of the summer and not a single drop of rain had fallen from the warm sky. At Pudding Lane in a small baker's factory, an exhausted baker called Thomas Farynor, totally forgot to put his oven out and little sparks began to jump out of the hearth. Nobody noticed, they just kept on snoozing in their cosy beds on the hottest, driest night of the year.

Flames started to grow, naughty sparks joined them and the hungry fire grew and grew and spread very quickly through streets, eating its way from house to house until it was out of control.

Generation of success criteria with pupils

- Interesting start to hook reader in
- Retell events in order
- Factual information
- Descriptive detail to engage reader
- Include specific names
- Past tense
- Time connectives
- Sentence starts
- Non negotiables

Generating success criteria with learners

Skills posters

Comparison of two examples



Sloppy SC!

WAGOLL

Bad example!

Teacher demonstration

Retrospective generating

Once you've got them...then what?

Results table checklist

Tick off the things you have included in your results table:

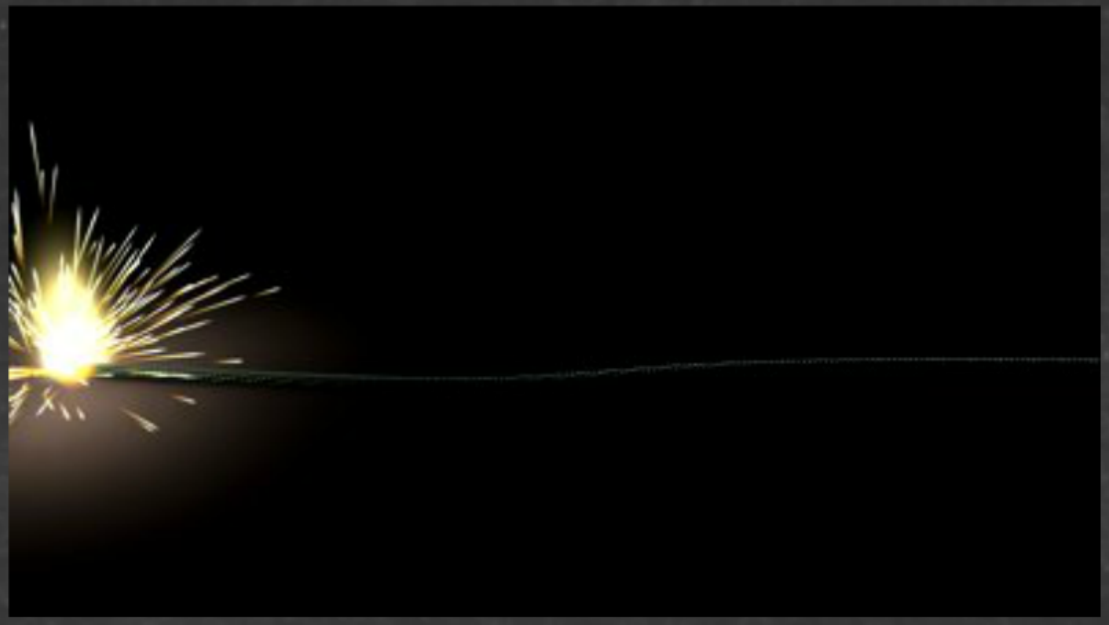
Things I should include in my results table....	✓ or ✖
A title for the first the column e.g. name, boy/girl	
A label on the title of what you were measuring/recording e.g. lung capacity	
Units on the title of what you were measuring/recording e.g. Litres or L	
A place to record more than one test for each person	
A column to record the mean (average)	
Rate your table out of 10 for neatness e.g. 1 = very messy in pen 10 = neat in pencil with a ruler.	

To improve my table next time I will.....

What are the benefits for children?

Students can achieve.
Appreciation that learning requires the application of specific skills.
An understanding that there are various skills that have progression and need repetition.
Used as AfL to know how to improve
Real time improvements to work

Time for a secret mission!



The multiplier effect in lessons (Michael Ross 2011)

What AFL strategies would you use when a child says this?

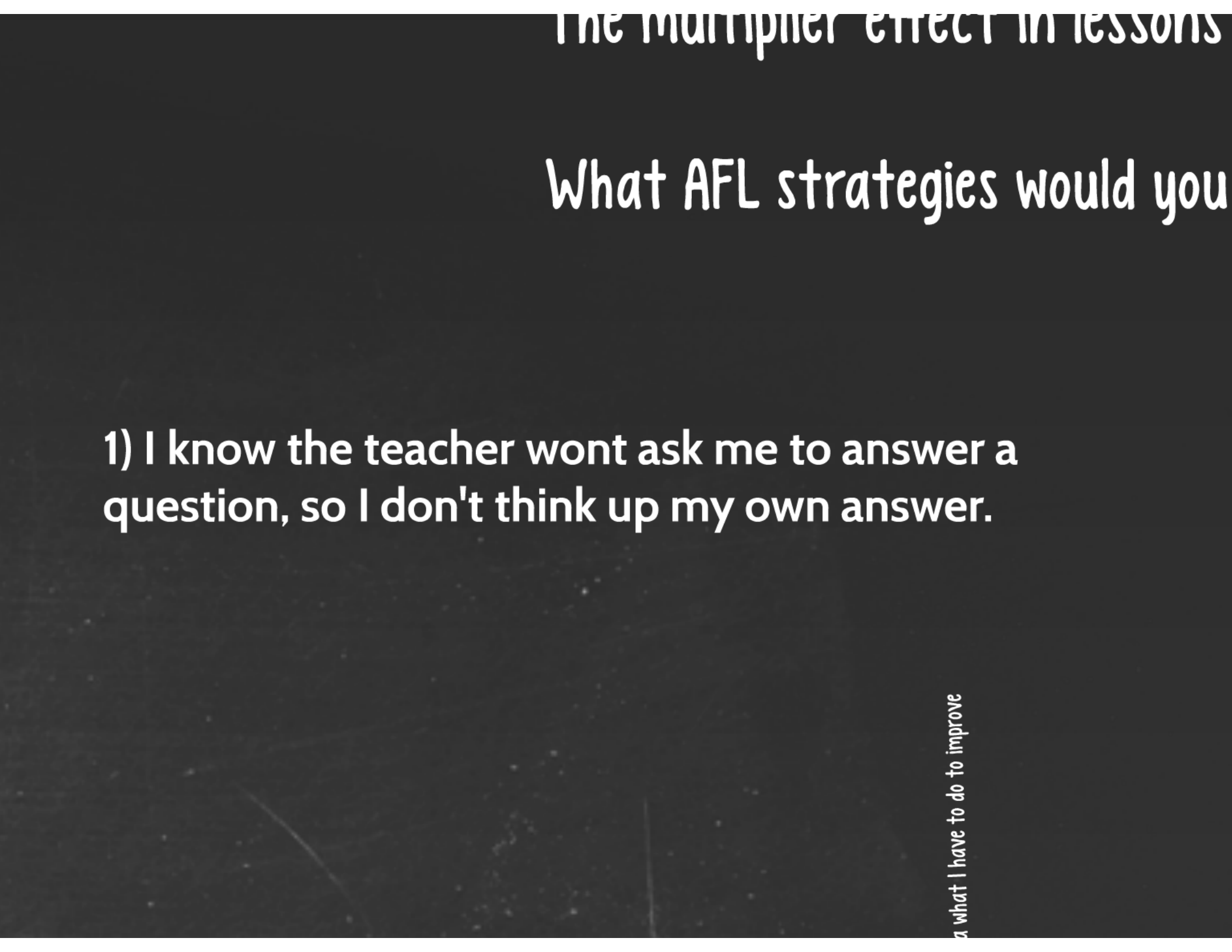
acher wont ask me to answer a
on't think up my own answer.

3) I never have to explain my answers to anyone else.

The Multiplier effect in lessons

What AFL strategies would you

1) I know the teacher wont ask me to answer a question, so I don't think up my own answer.



2) I don't listen to what other pupils say, as there's no point.

3) I never have to explain my answers to anyone else.

4) I've no idea what will make my work good.

5) How a teacher judges my work is a complete mystery to me.

6) I have no idea what I have to do to improve

7) I never get any advice about how to improve my work - I'm always told "well done" or "good work" MAT

8) The teacher gives me marks and levels, but nothing about what I can actually do to improve my work.

9) I get advice from the teacher after I've finished about what to do next time, but I often forget by the next lesson.

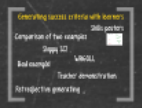
10) The teacher doesn't like me so there is no point trying!

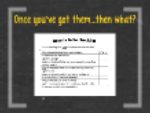
11) The teacher is responsible for my progress.

Using Learning Outcomes and Success Criteria





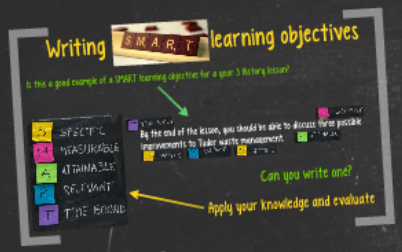


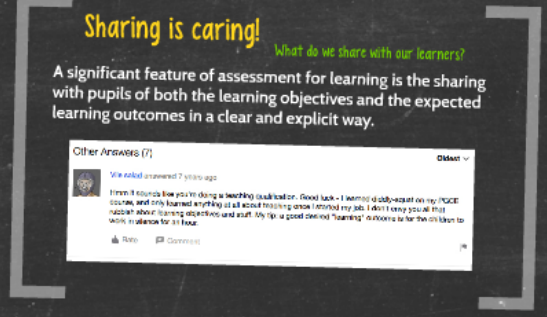


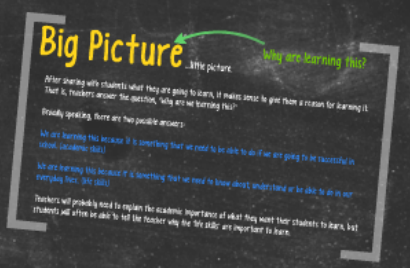


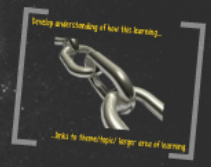


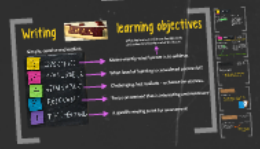




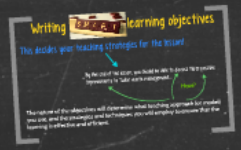




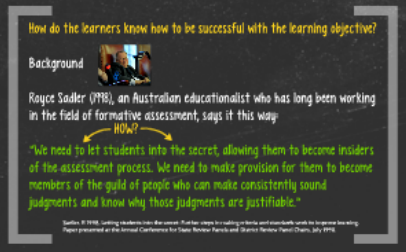


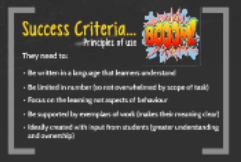


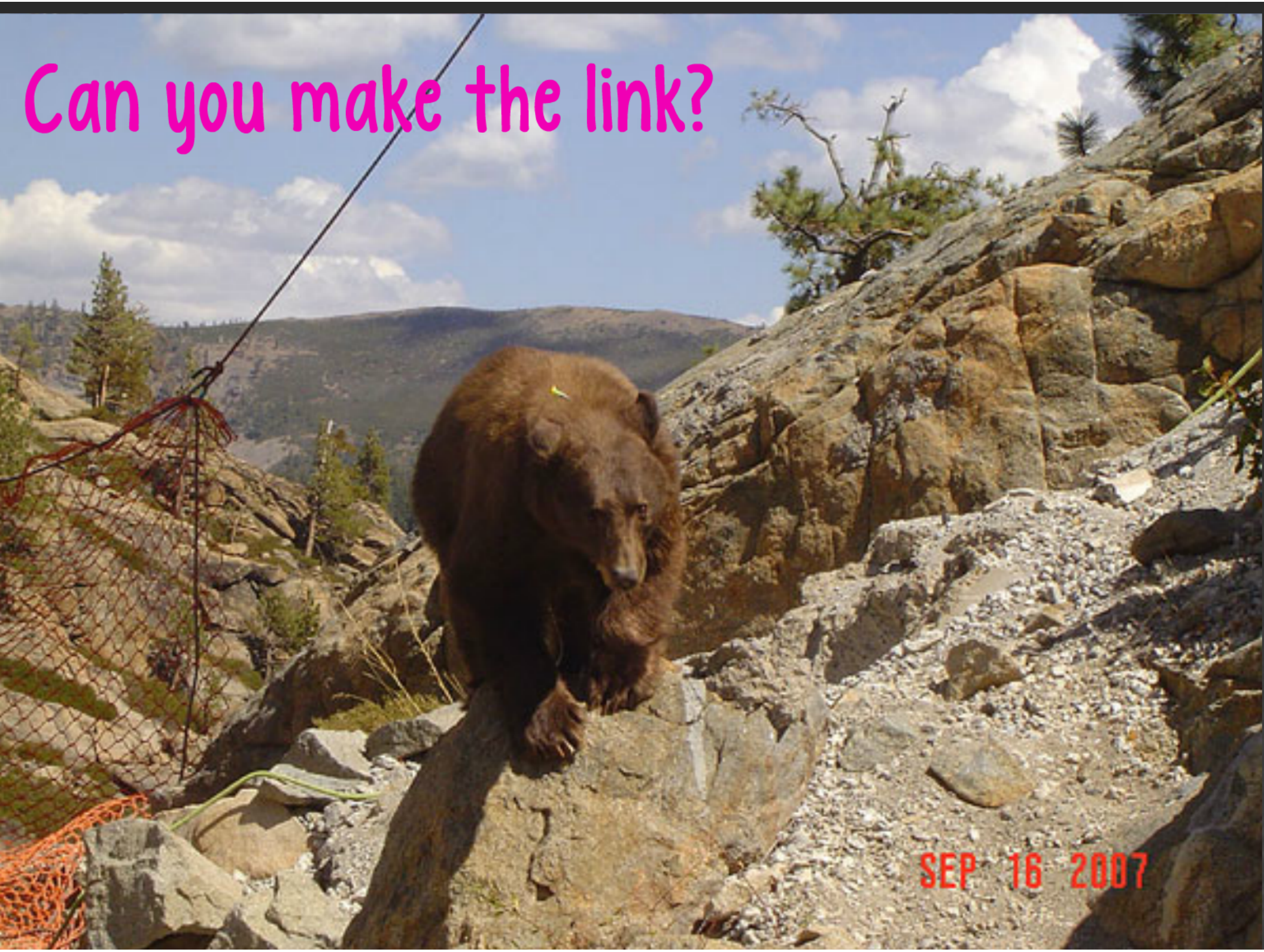











Can you make the link?
SEP 16 2007