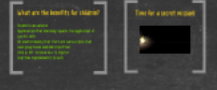
SMART Learning Intentions and Success Criteria











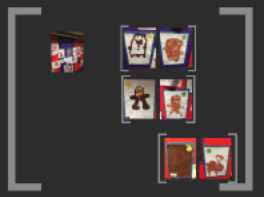


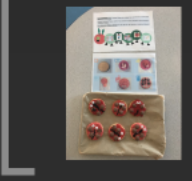


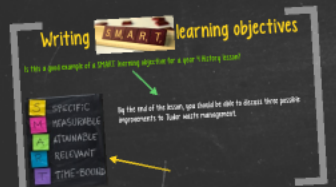




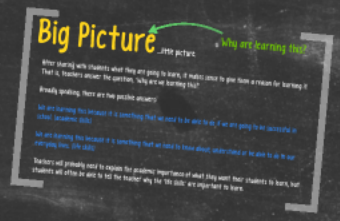




















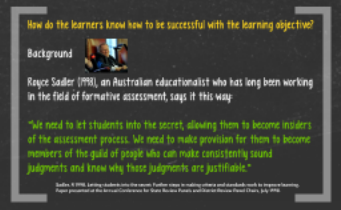


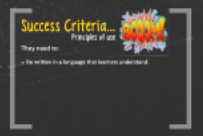






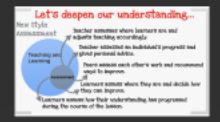














SMART Learning Intentions and Success Criteria







WAGOLL / WABOLL



Show and elicit







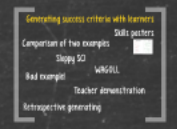




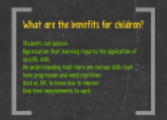




WAGOLL
WABOLL













Writing SMART learning objectives

Is this a good example of a SMART learning objective for a year 4 History lesson?

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

- S SPECIFIC
- M MEASURABLE
- A ATTAINABLE
- R RELEVANT
- T TIME-BOUND

Sharing is caring!

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

Writing SMART learning intentions

Simple, concise and explicit.



Writing SMART learning intentions

Let's take this to the next level.

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

Writing SMART learning intentions

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.

Weasel words!

Use them well on the ground, it'll perfectly set about its world

Let you hold any!

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:

"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.

Success Criteria...

Principles of use



They need to:

- Be written in a language that learners understand

QUIZIZZ

SCAN ME

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Let's deepen our understanding...

New Style Assessment



Teacher assesses where learners are and adjusts teaching accordingly.

Teacher assesses an individual's progress and gives personal advice.

Peers assess each other's work and recommend ways to improve.

Learners assess where they are and decide how they can improve.

Learners assess how their understanding has progressed during the course of the lesson.

The 4 Elements of AfL



Sharing criteria with learners	Quality of questions/ quality of talk	Use and quality of feedback	Peer and self assessment
Learners know what will make their work good.	*All learners actively think up answers to good, open questions.*	*Ongoing feedback keeps learning on track.*	*Learners benefit from evaluating each other's work.*
Learners know where they are, and the next step, according to the criteria.	*Learners explain ideas to each other, reinforcing their learning and understanding.*	*Learners act on the feedback there and then. Learners take the next step.*	*Learners gradually become more independent by learning how to self-assess.*

Sharing is caring!

Sharing is caring!

What do we share with our learners?

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.

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.

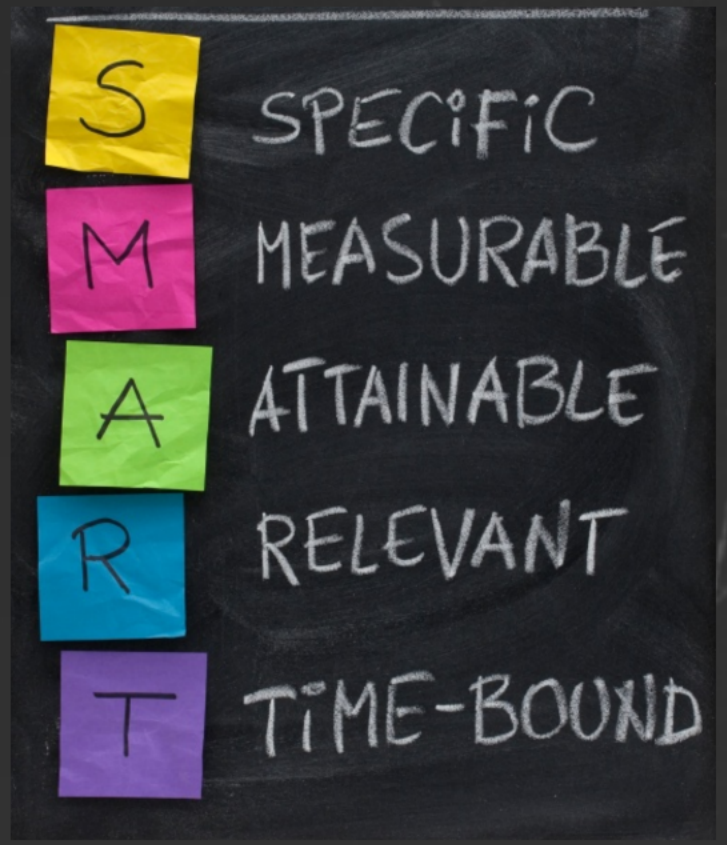
Rate Comment

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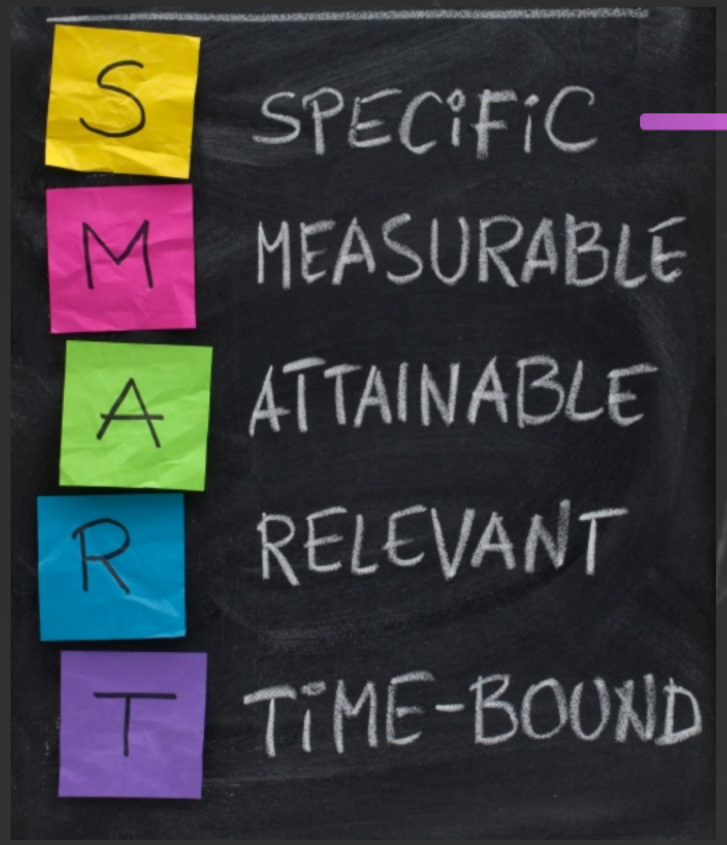
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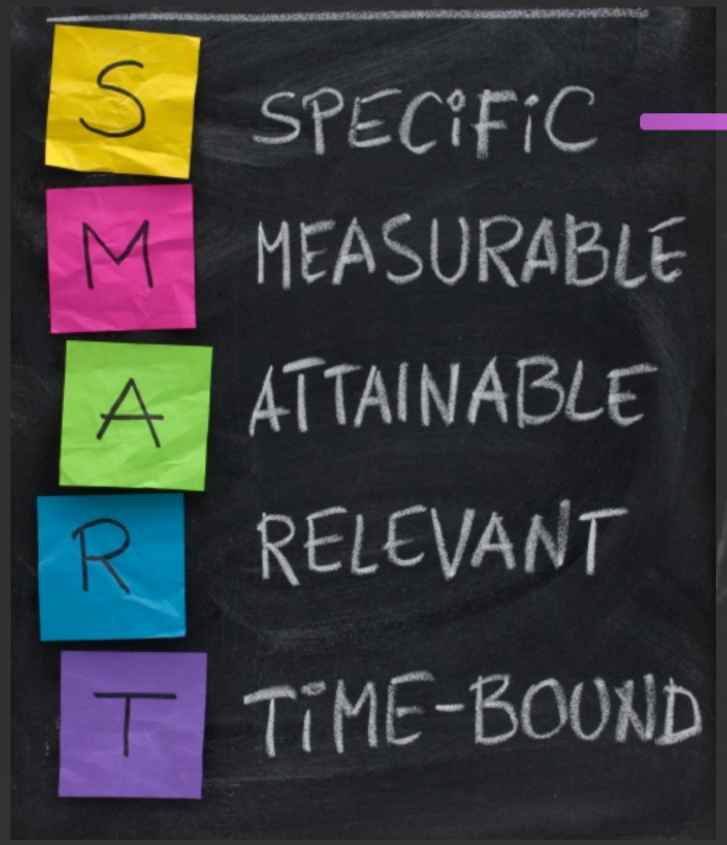
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learning Intentions

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

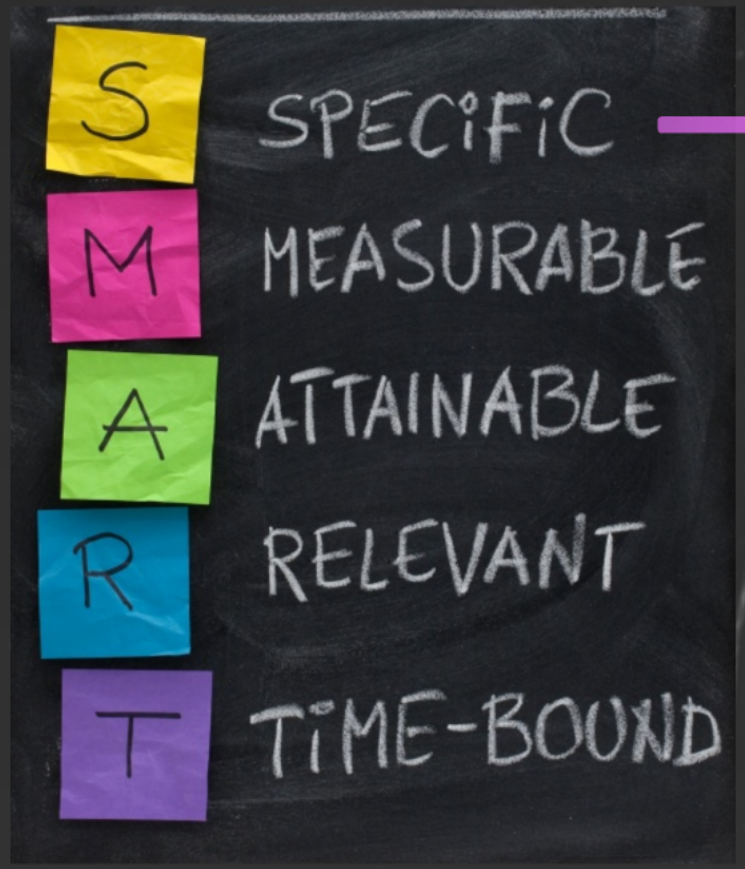
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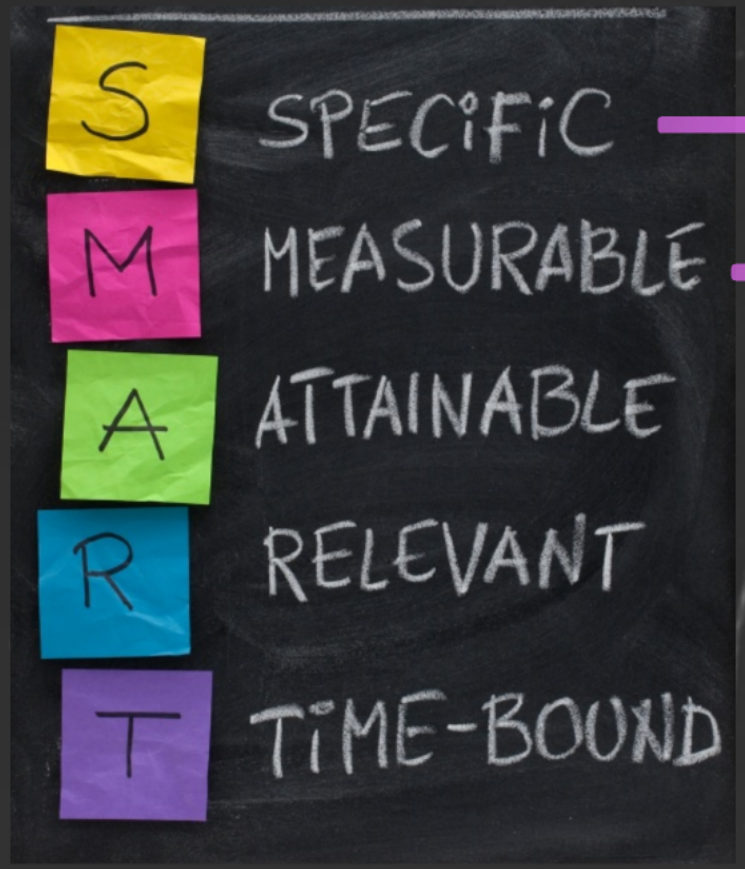
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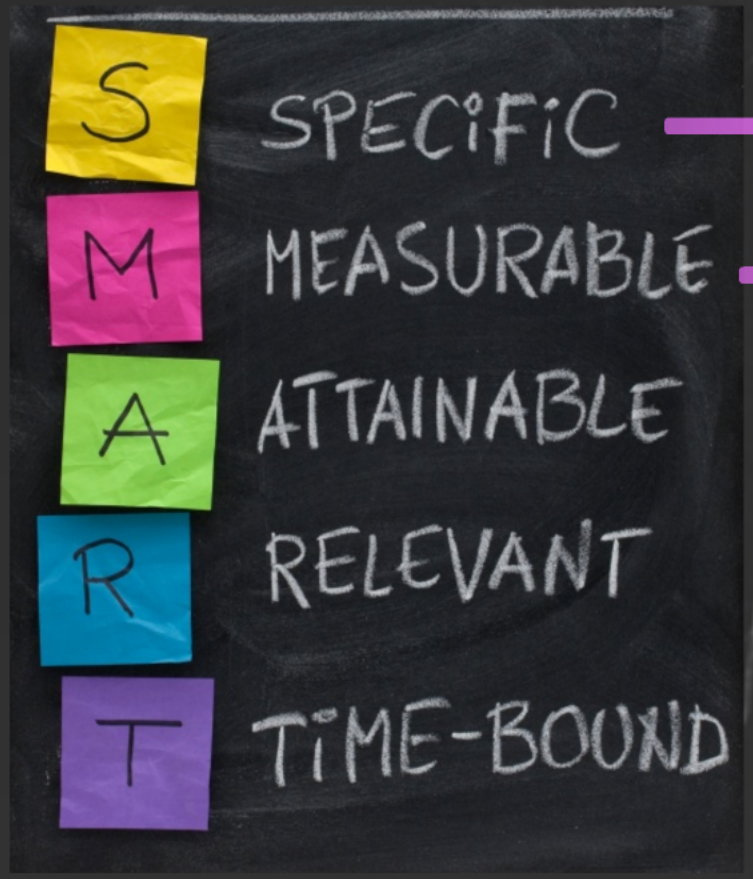
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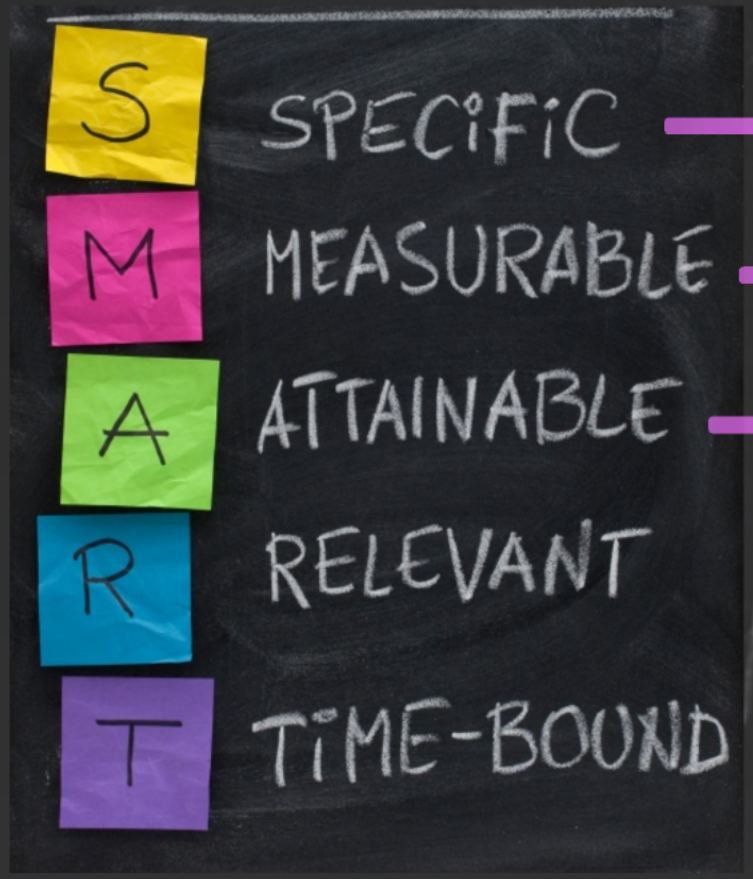
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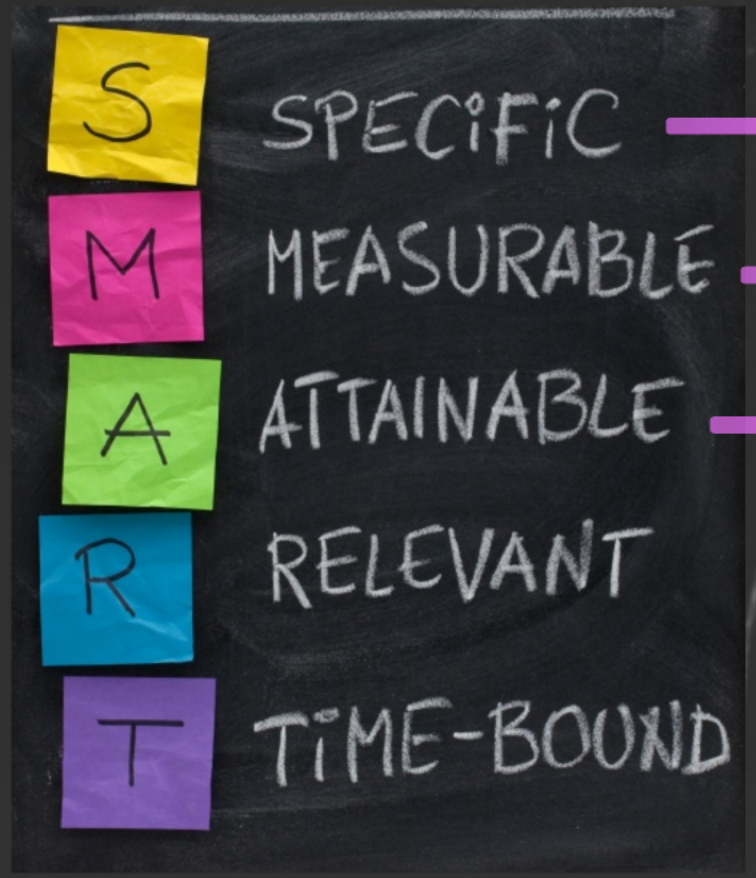
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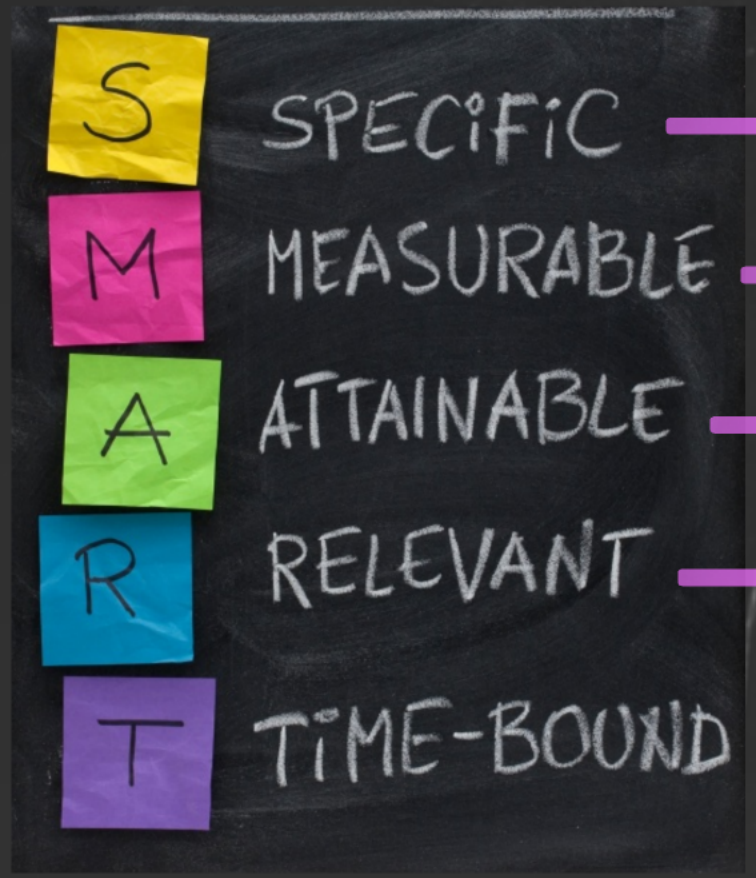
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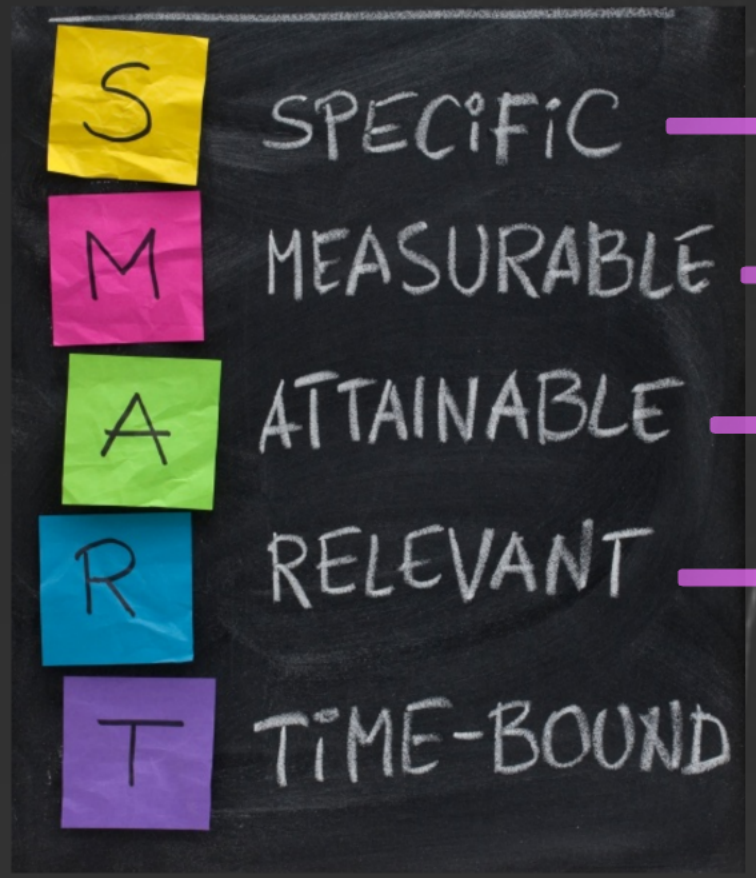
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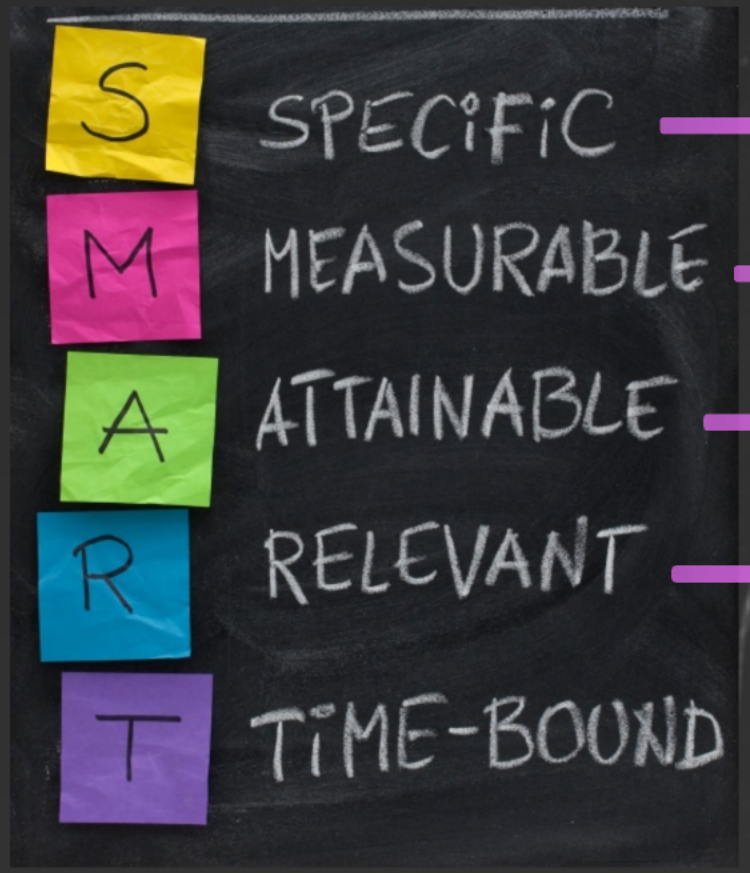
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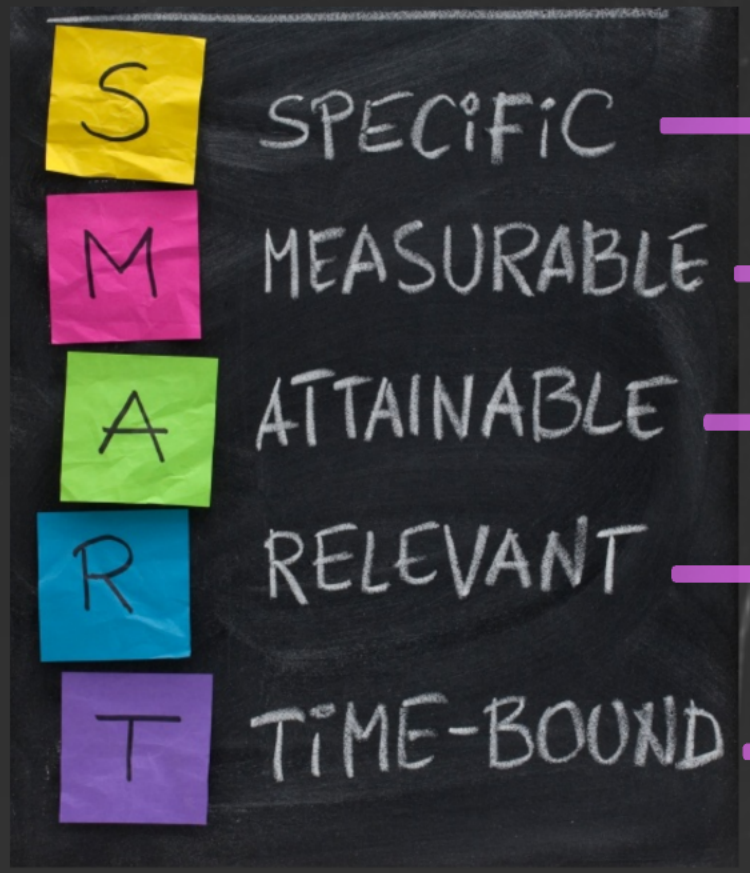
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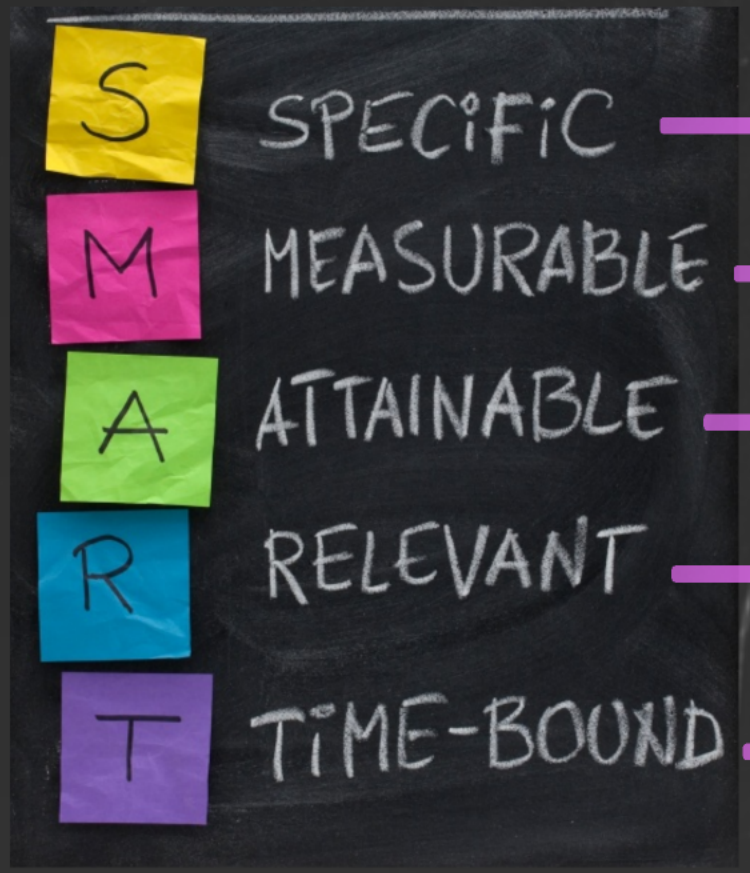
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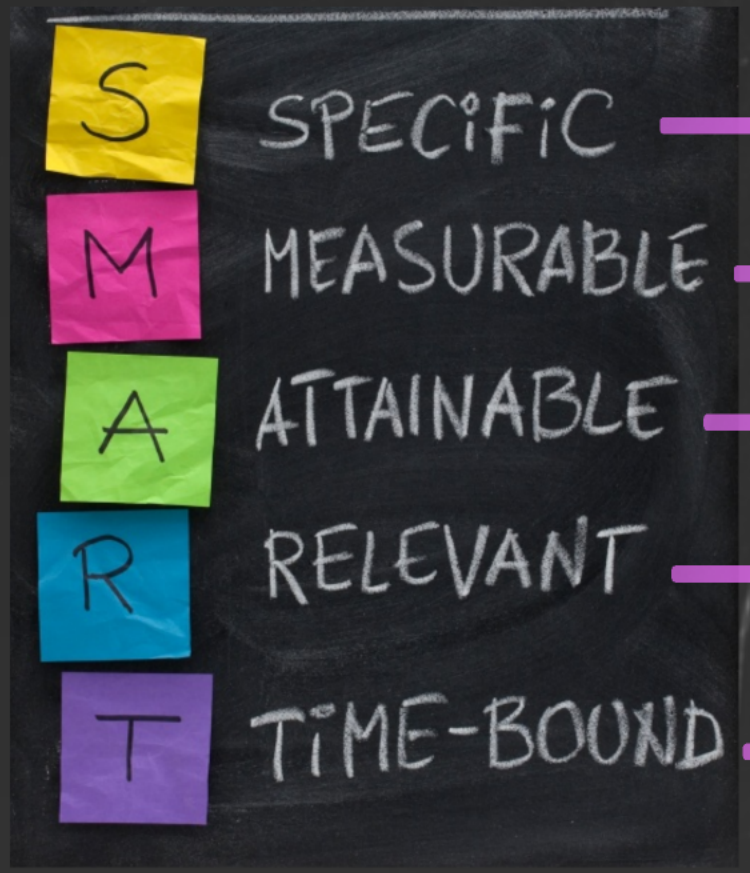
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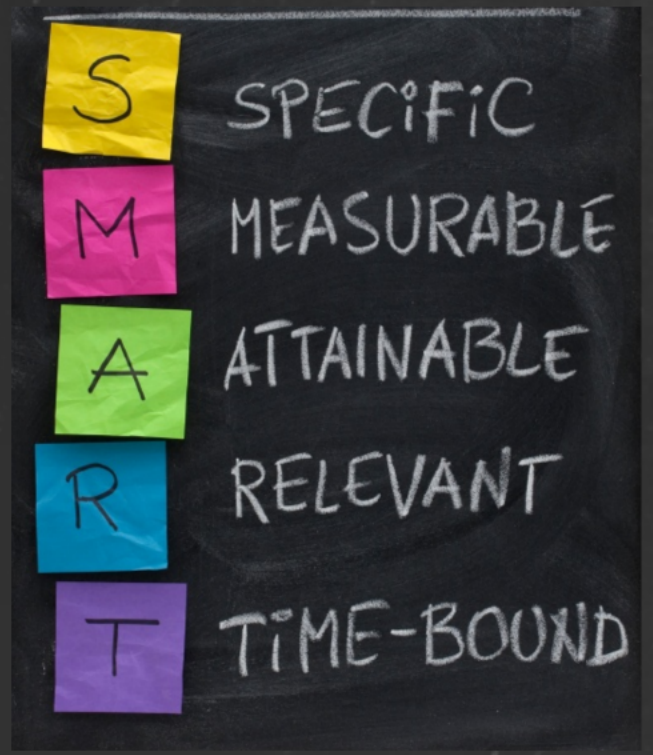
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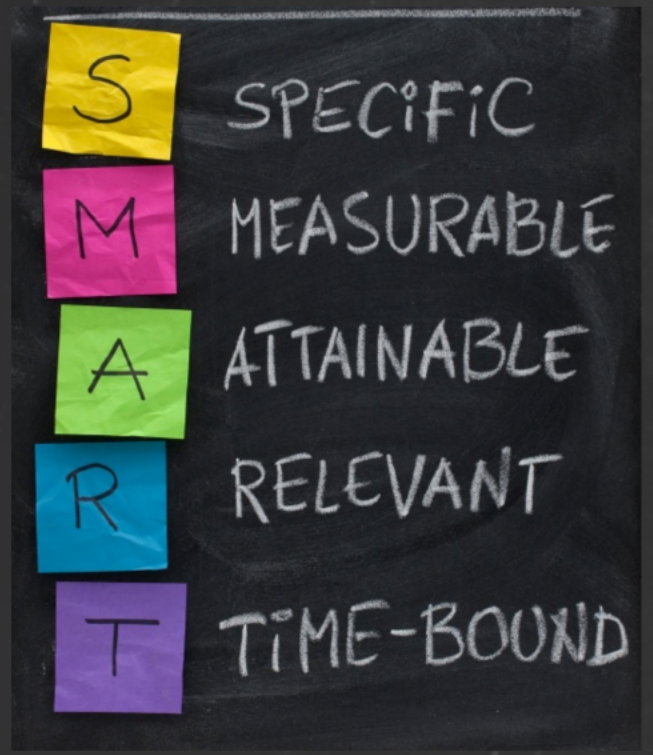
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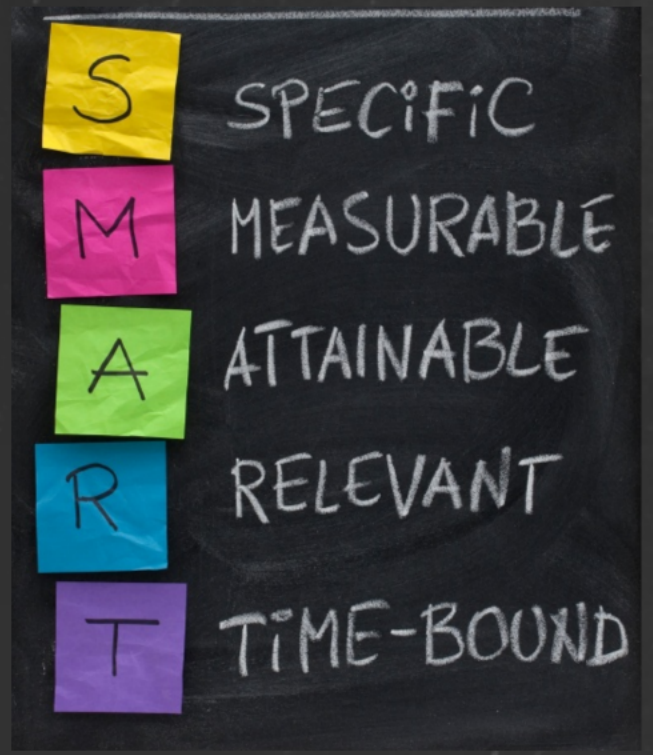
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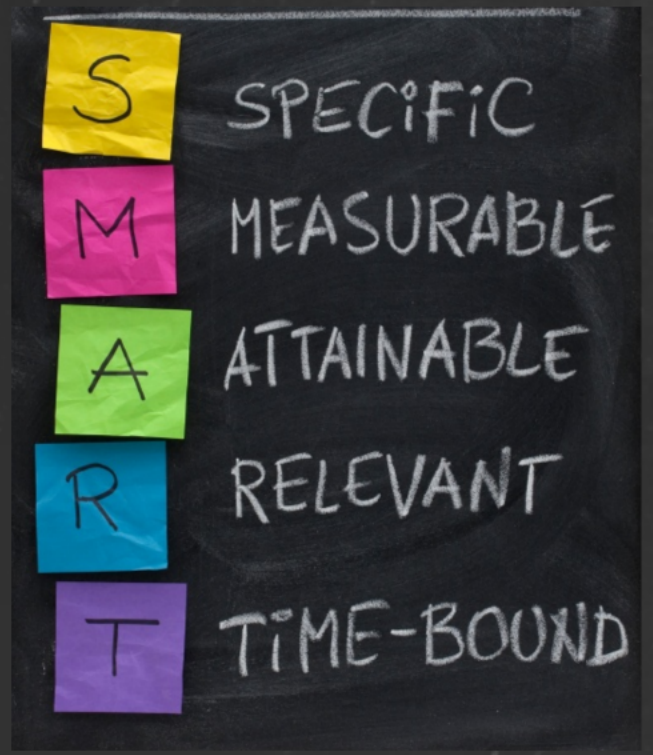
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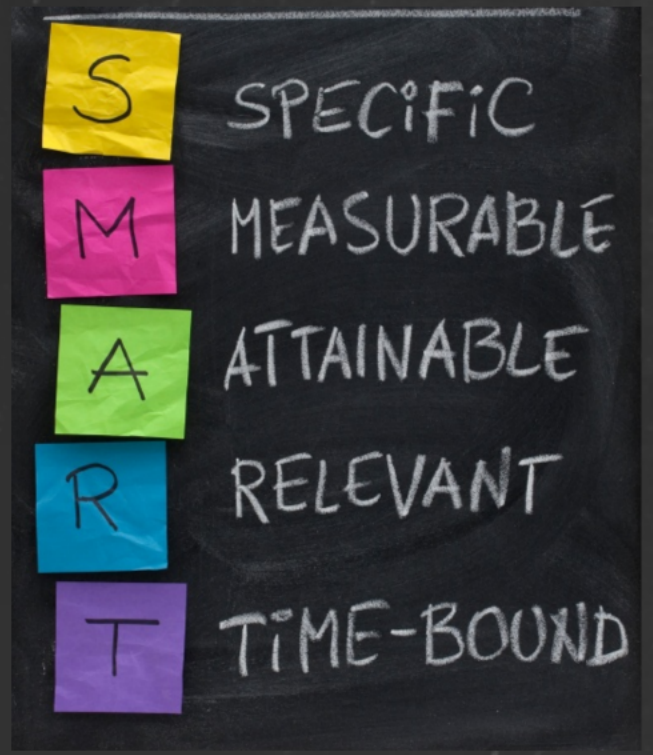
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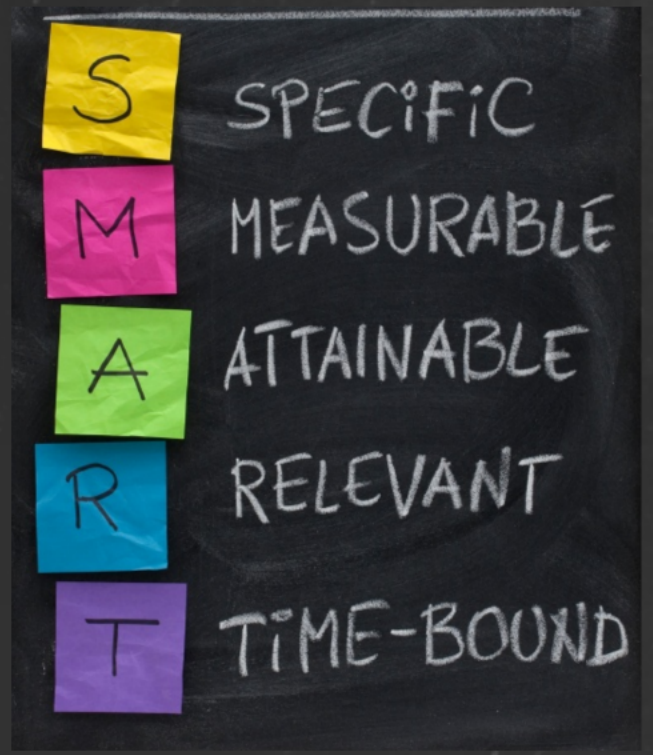
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T TIME-BOUND

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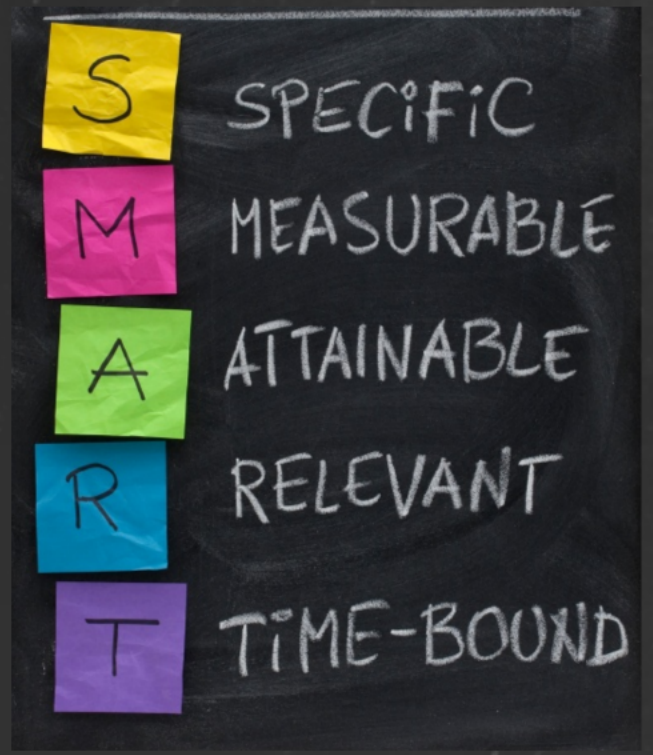
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T TIME-BOUND

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A ATTAINABLE

S SPECIFIC R RELEVANT S SPECIFIC

Can you write one?

Writing  learning Intentions

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.

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

The nature of the intentions 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 Intentions

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 intentions 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 Intentions

Let's take this to the next level!

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

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Where is the verb?

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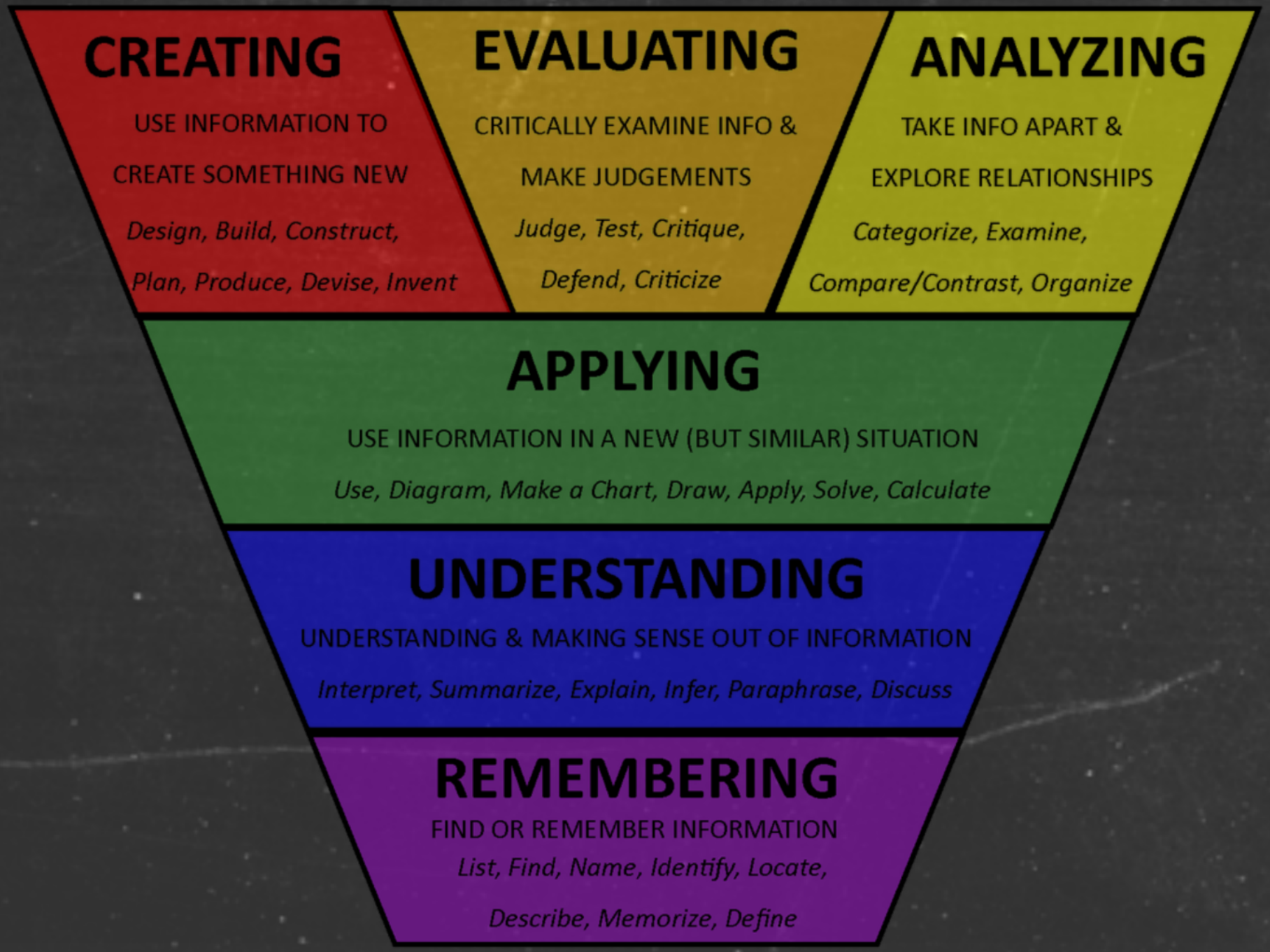
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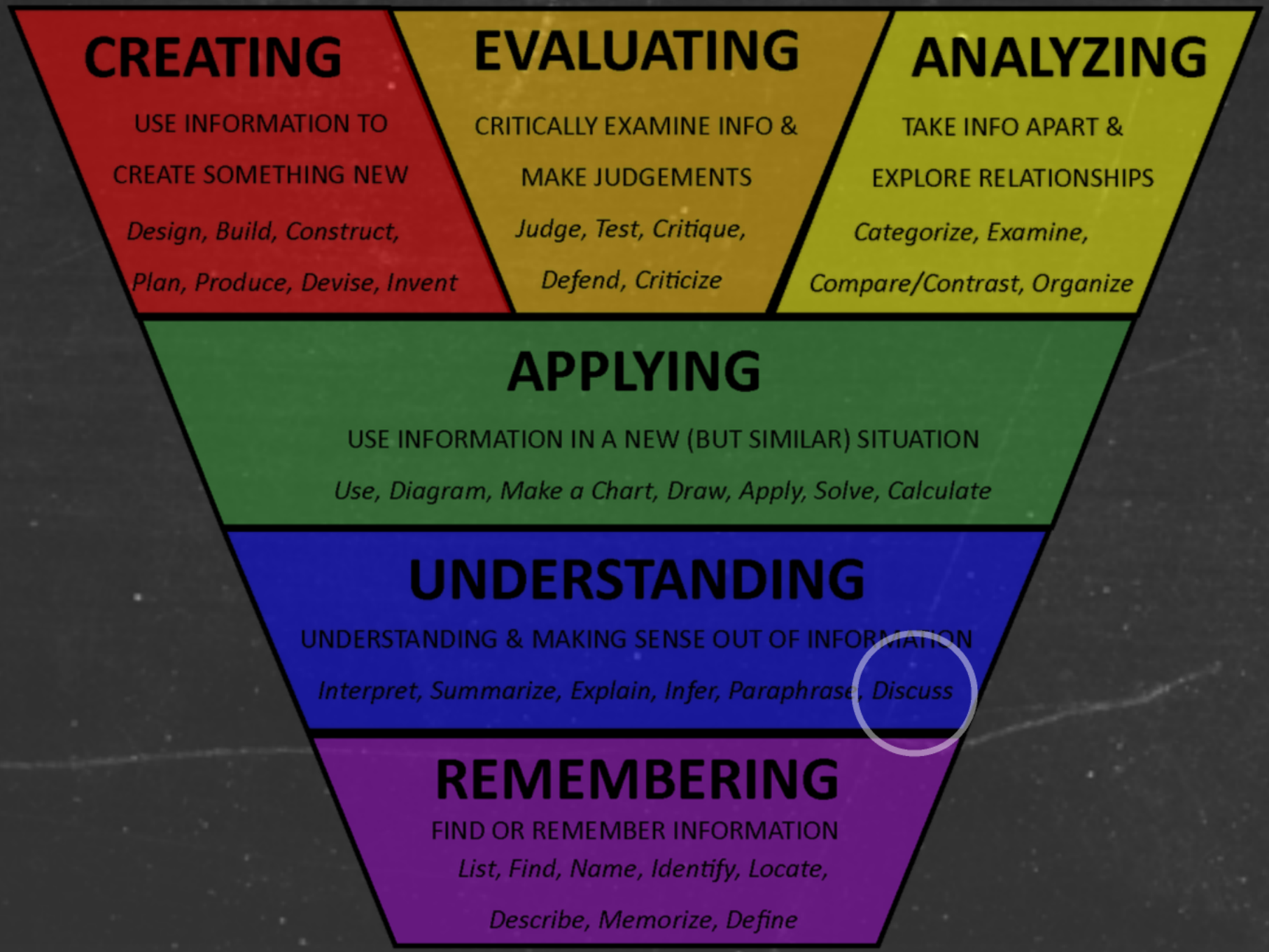
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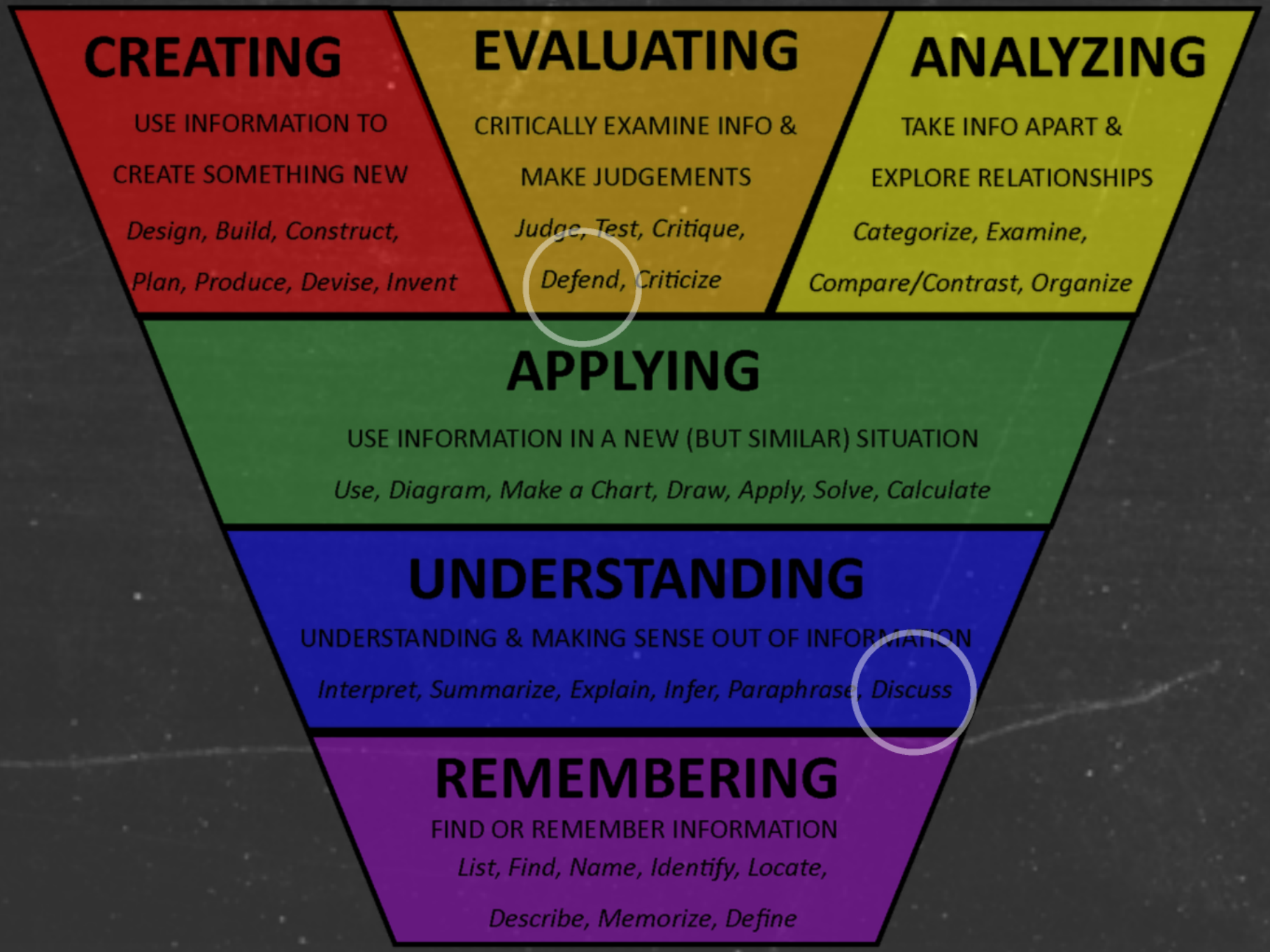


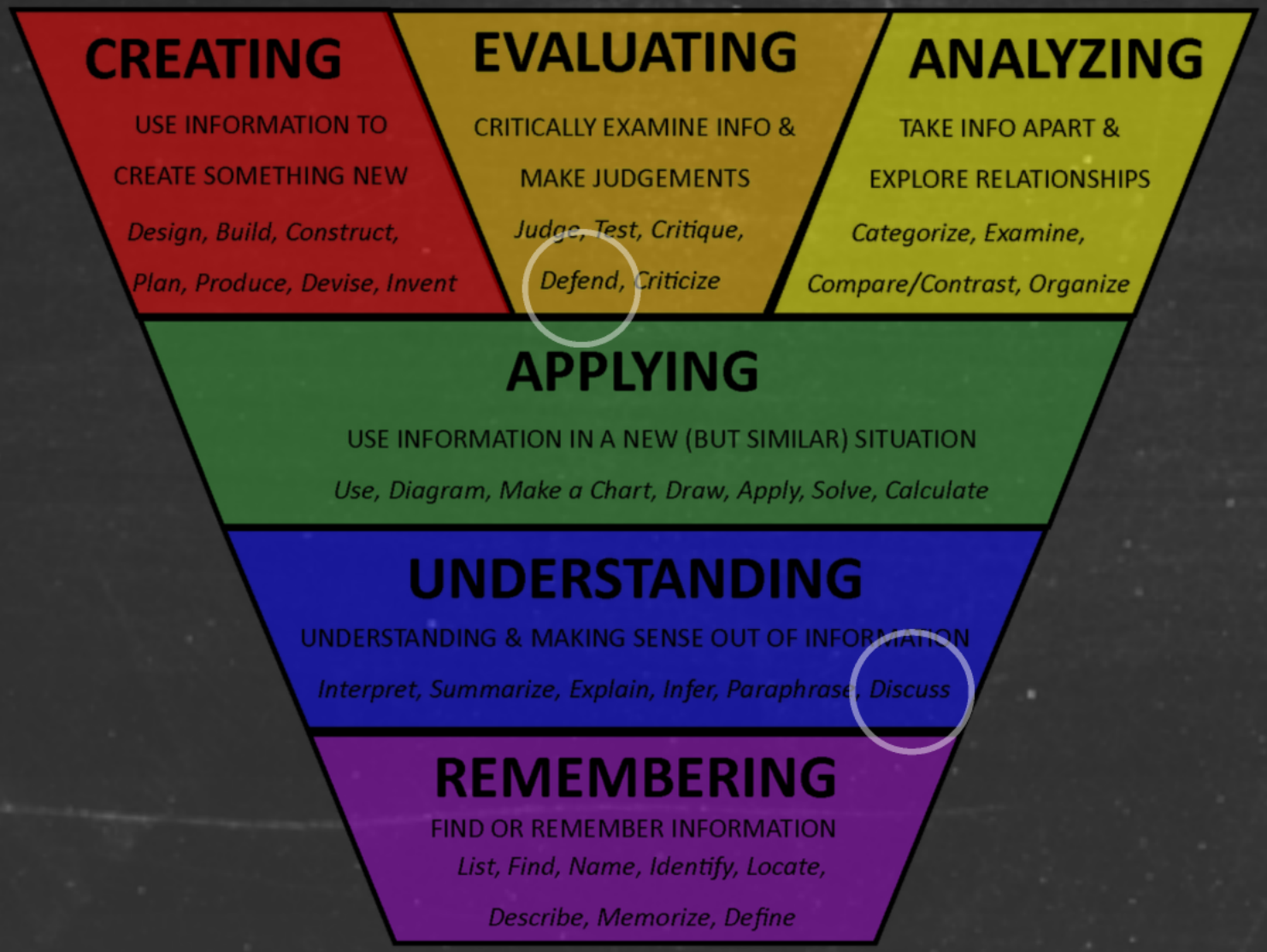
Where is the verb?

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CREATING
USE INFORMATION TO CREATE SOMETHING NEW
Design, Build, Construct, Plan, Produce, Devise, Invent
EVALUATING
CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS
Judge, Test, Critique, Defend, Criticize
ANALYZING
TAKE INFO APART & EXPLORE RELATIONSHIPS
Categorize, Examine, Compare/Contrast, Organize
APPLYING
USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION
Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate
UNDERSTANDING
UNDERSTANDING & MAKING SENSE OUT OF INFORMATION
Interpret, Summarize, Explain, Infer, Paraphrase, Discuss
REMEMBERING
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FIND OR REMEMBER INFORMATION
List, Find, Name, Identify, Locate,
Describe, Memorize, Define


CREATING
USE INFORMATION TO CREATE SOMETHING NEW
Design, Build, Construct, Plan, Produce, Devise, Invent
EVALUATING
CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS
Judge, Test, Critique, Defend, Criticize
ANALYZING
TAKE INFO APART & EXPLORE RELATIONSHIPS
Categorize, Examine, Compare/Contrast, Organize
APPLYING
USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION
Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate
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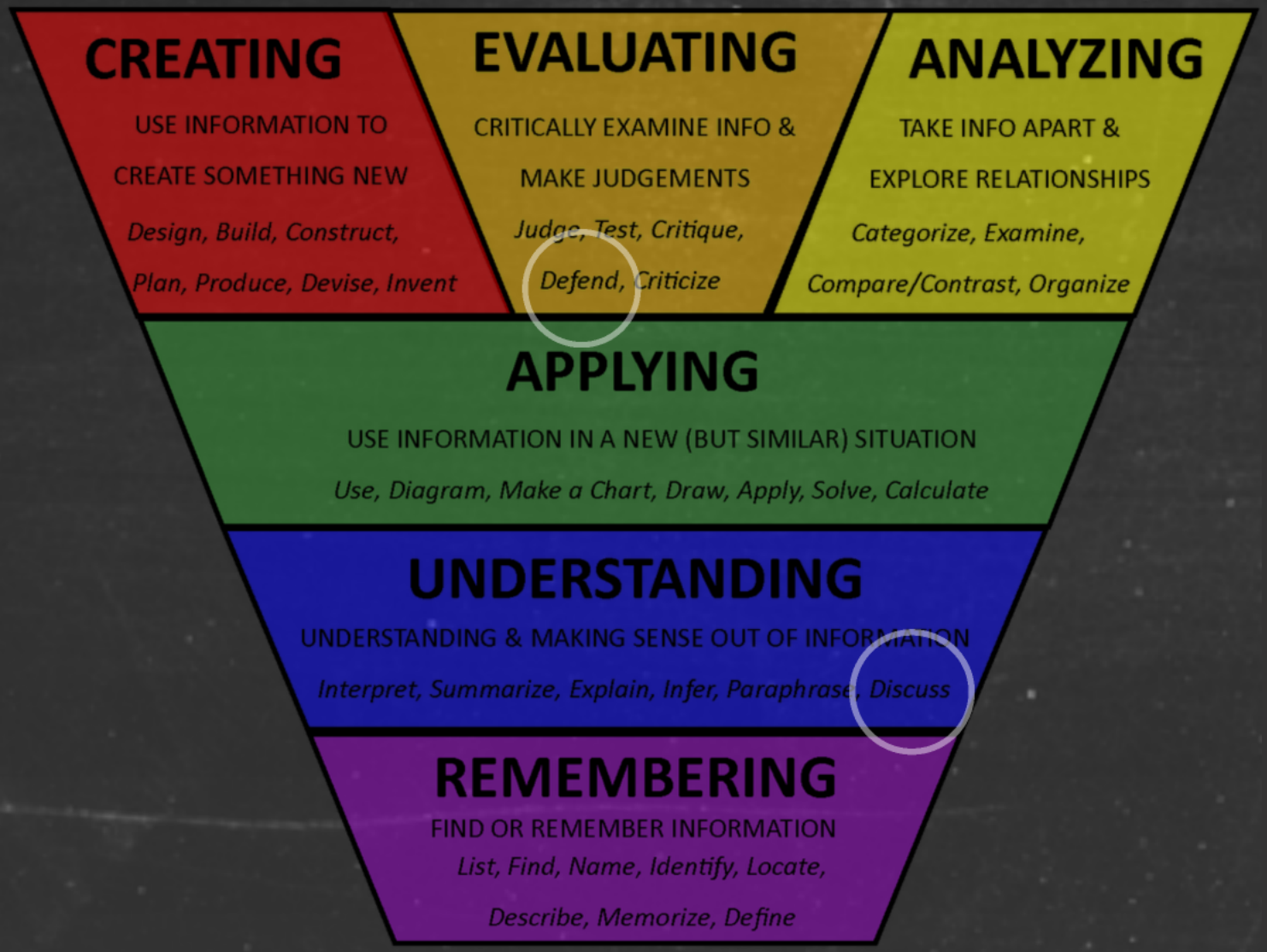
REMEMBERING

FIND OR REMEMBER INFORMATION

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Can you...

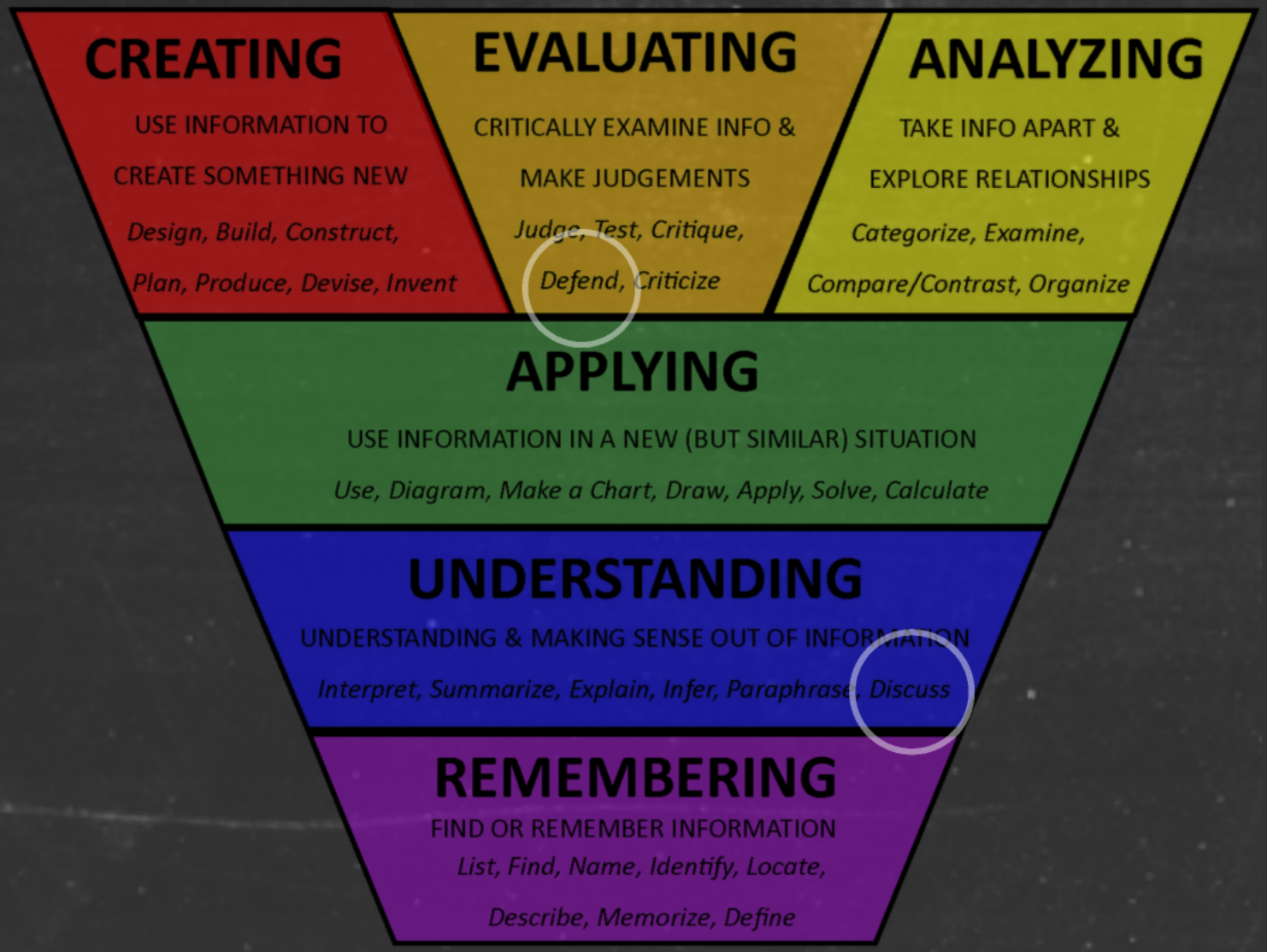




Can you...



Did your learning outcome involve higher order thinking?



Can you...

...rewrite it so it does?



Did your learning outcome involve higher order thinking?

You have 1 min to draw a house.

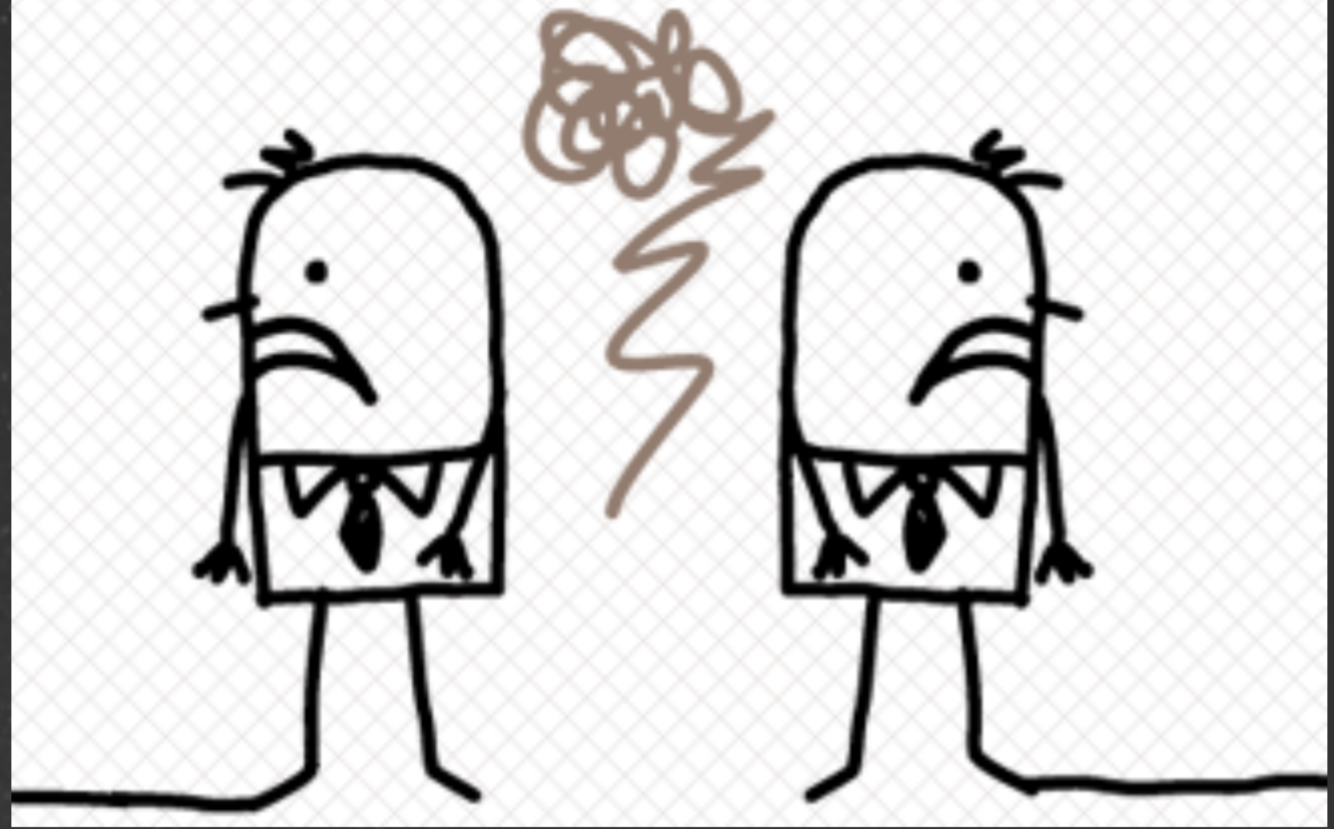
You have 1 min to draw a house.



Talk partners

1) What is successful about your partners house?

2) What could be done to improve your house?

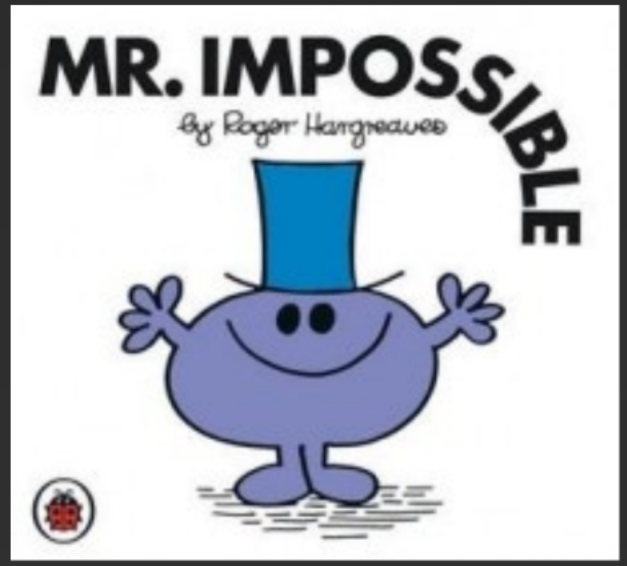


Mark you partner's house

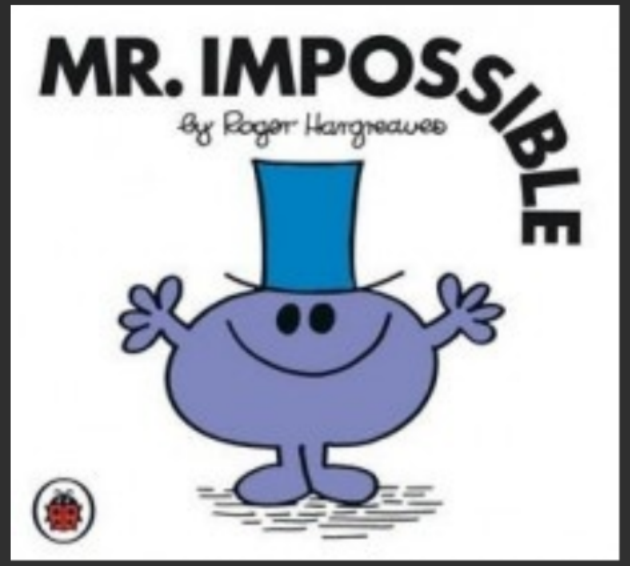
- Door ramp for wheelchair access 30
- Disabled parking space by gate 20
- All rooms on ground floor 10
- Shrubs and flowers in garden 10
- Intercom on door 20
- Flat path leading to garden shed 10

What point am I trying to make?

What point am I trying to make?



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:

"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.


www.Publi.TV
Did you see the moonwalking bear?

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in the field of formative assessment, say

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HOW?

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Success Criteria...



Success Criteria...



What are they?

Success Criteria...



What are they?

- The ingredients of our learning objectives

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- Can simply be a list or rubric of how to be successful

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Success Criteria...

Principles of use



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- Be written in a language that learners understand

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Success Criteria...

Principles of use



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- 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)

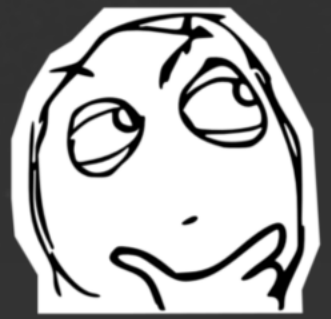
Success Criteria...



Known by teachers first?

Same for all?

Constantly referred to?



Thoughts on any of the above?

WAGOLL / WABOLL



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.'

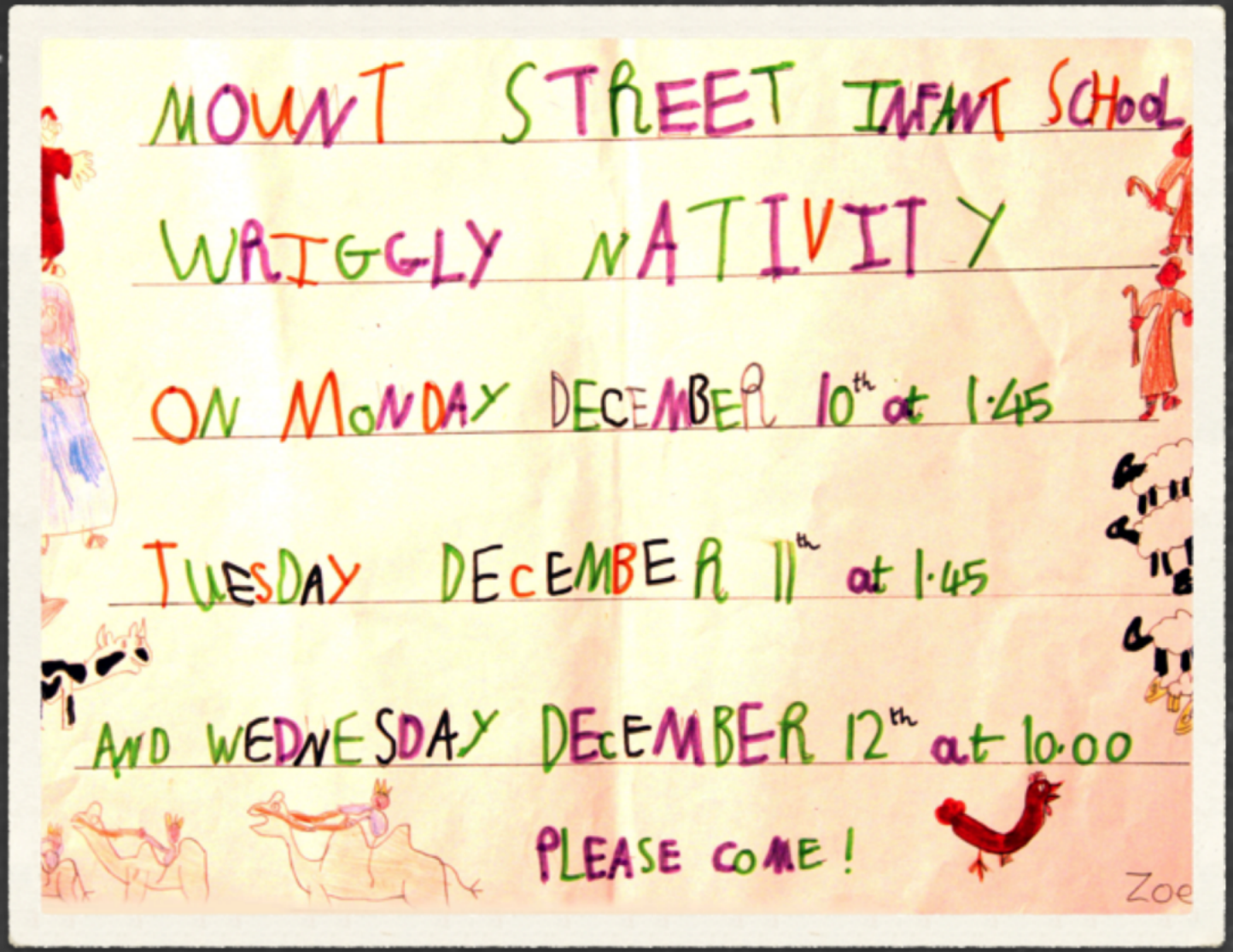


"This is the easiest to read."

Success criteria generated by children

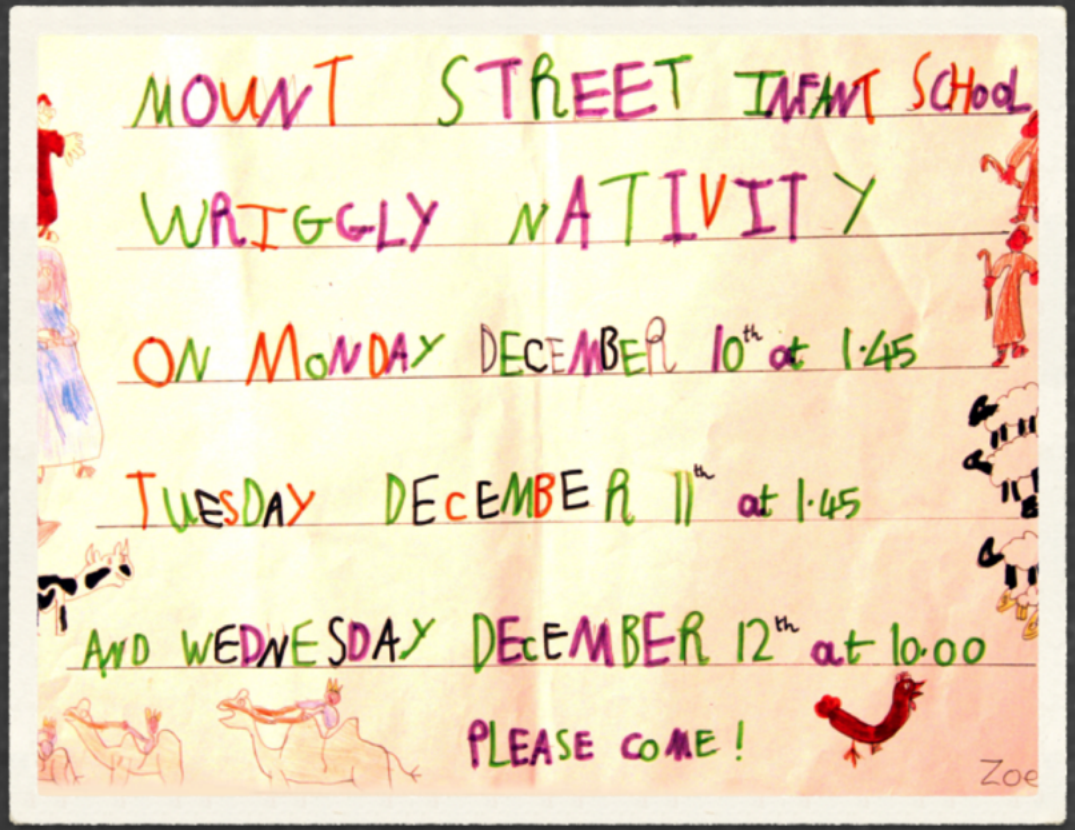
- make all your letters the same size
- use dark colours
- don't use yellow
- put pictures round the edge, not in the middle
- check that you have copied all words & numbers




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



Learning Intention - KUW: Outcome 2:Share and talk about their work. Outcome 3: follow simple instructions and directions.

Creative: Outcome 2: Produce a product that resembles its meaning. Outcome 3: describe and explain features of a product.

PSD: Outcome 2: Begin to understand and wait for their turn. Outcome 3: Understand behaviour expectations from modelled behaviour.





