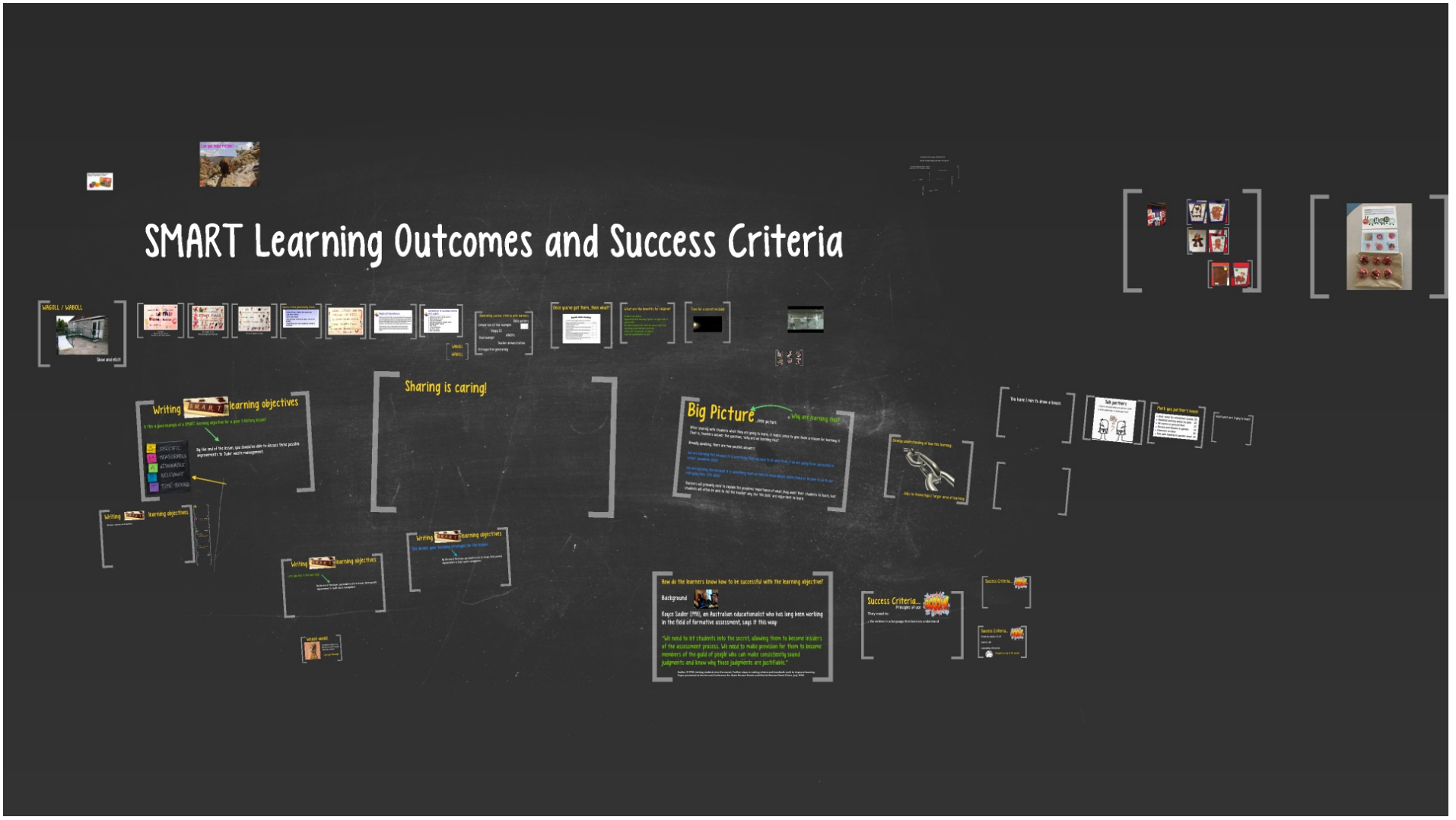
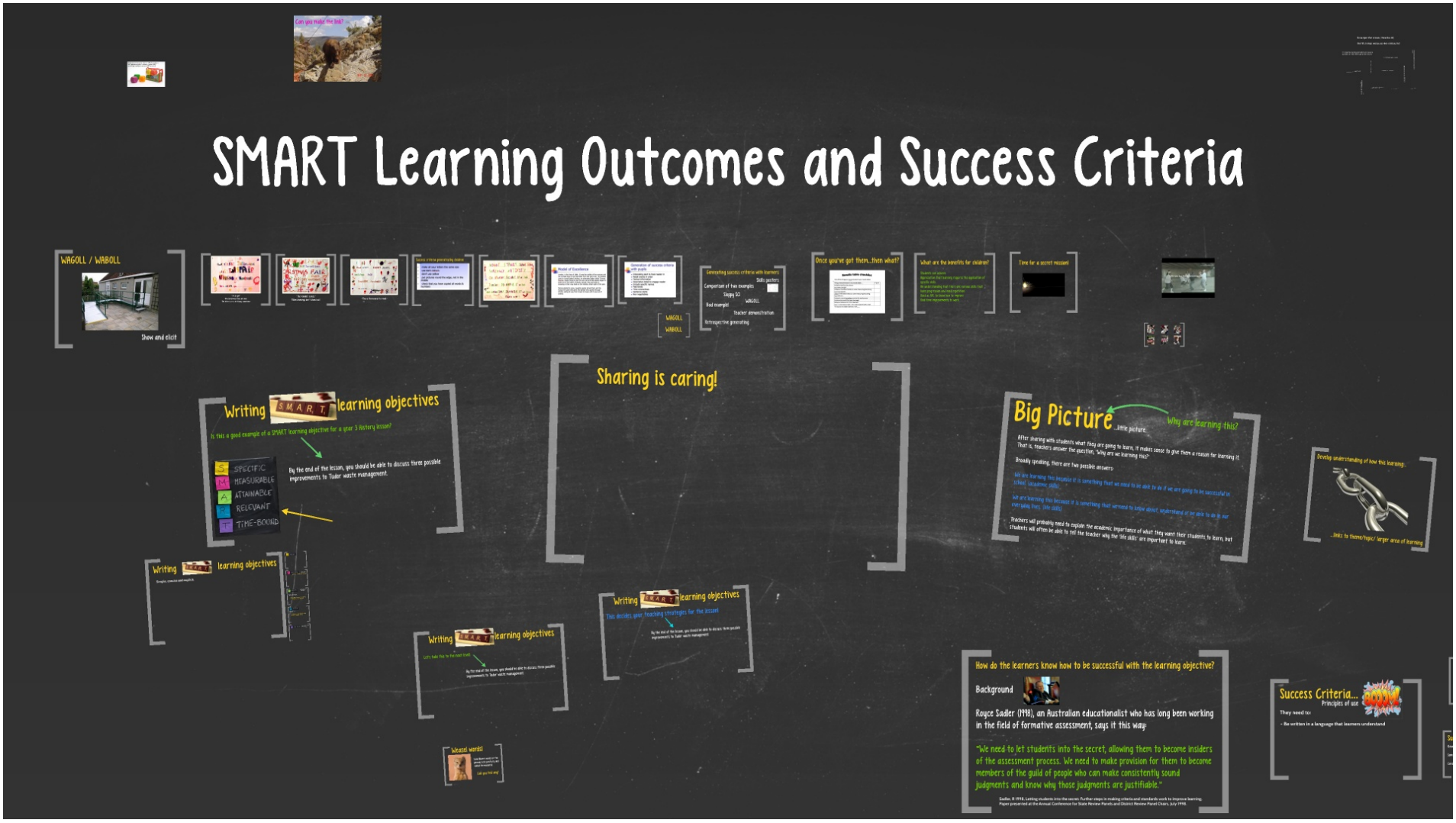

SMART Learning Outcomes and Success Criteria
WAGOLL / WABOLL
Slow and distil
Writing SMART learning objectives
Is this a good example of a SMART learning objective for a year 5 history lesson?
By the end of the lesson, you should be able to discuss three possible improvements to Baker wasts management.
SPECIFIC
MEASURABLE
ATTAINABLE
RELEVANT
TIME-BOUND
Sharing is caring!
Big Picture
Why are learning this?
Talk partners
Mark your partner's homework
Success Criteria...
Principles of use
They need to:
Success Criteria...
Success Criteria...


SMART Learning Outcomes and Success Criteria
WAGOLL / WABOLL
Show and elicit
Writing SMART learning objectives
Is this a good example of a SMART learning objective for a year 5 History lesson?
By the end of the lesson, you should be able to discuss three possible improvements to Tudor waste management.
SPECIFIC
MEASURABLE
ATTAINABLE
RELEVANT
TIME-BOUND
Sharing is caring!
Big Picture
...little picture...
Why are learning this?
Driving understanding of how this learning...
...links to theme/topic/ larger area of learning
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."
Success Criteria....
Principles of use
They need to:
- Be written in a language that learners understand


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!

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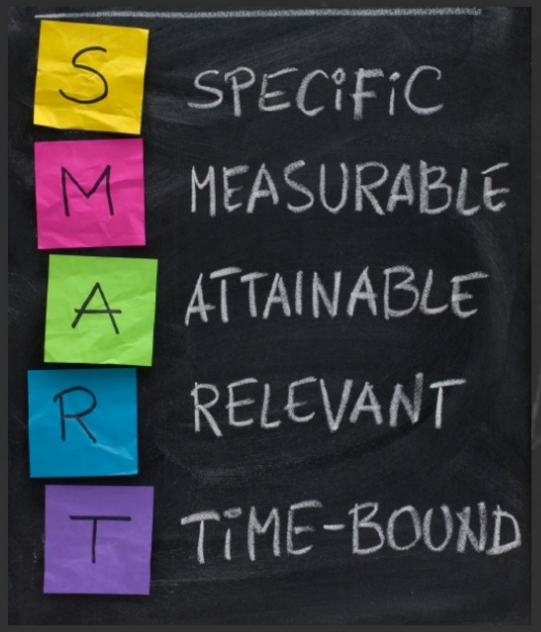


Writing  learning objectives

Simple, concise and explicit.

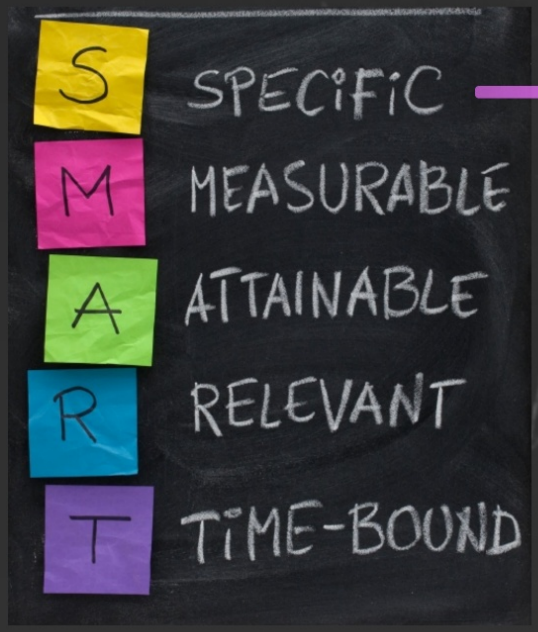
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Writing  learning objectives

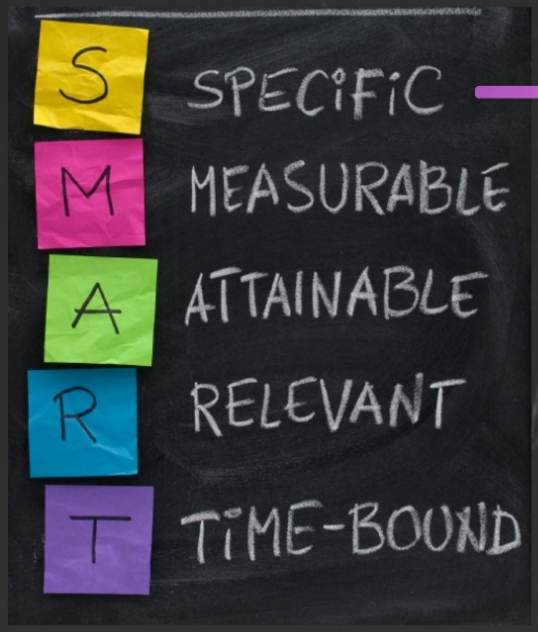
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States exactly what learner is to achieve.

Writing  learning objectives

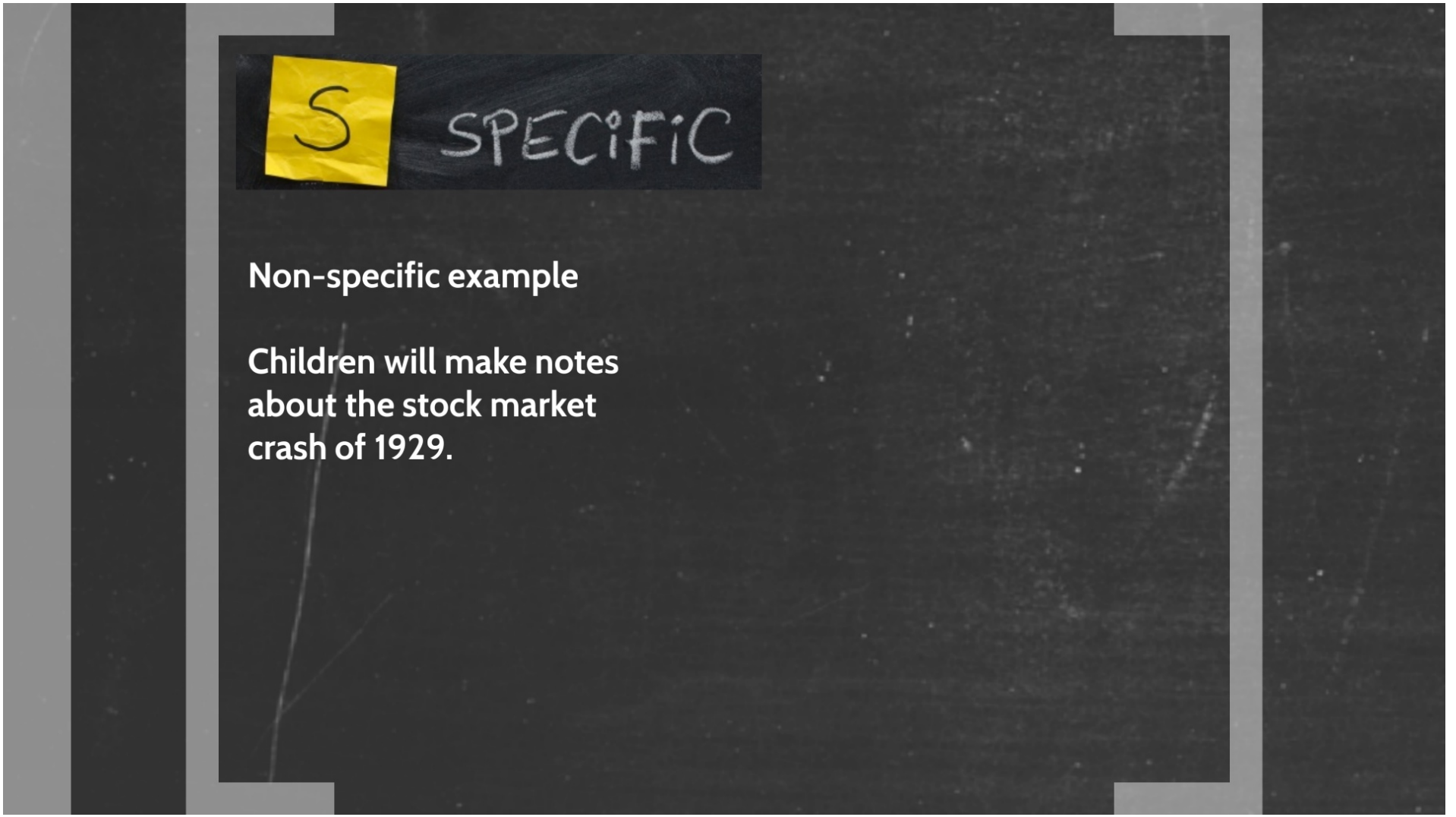
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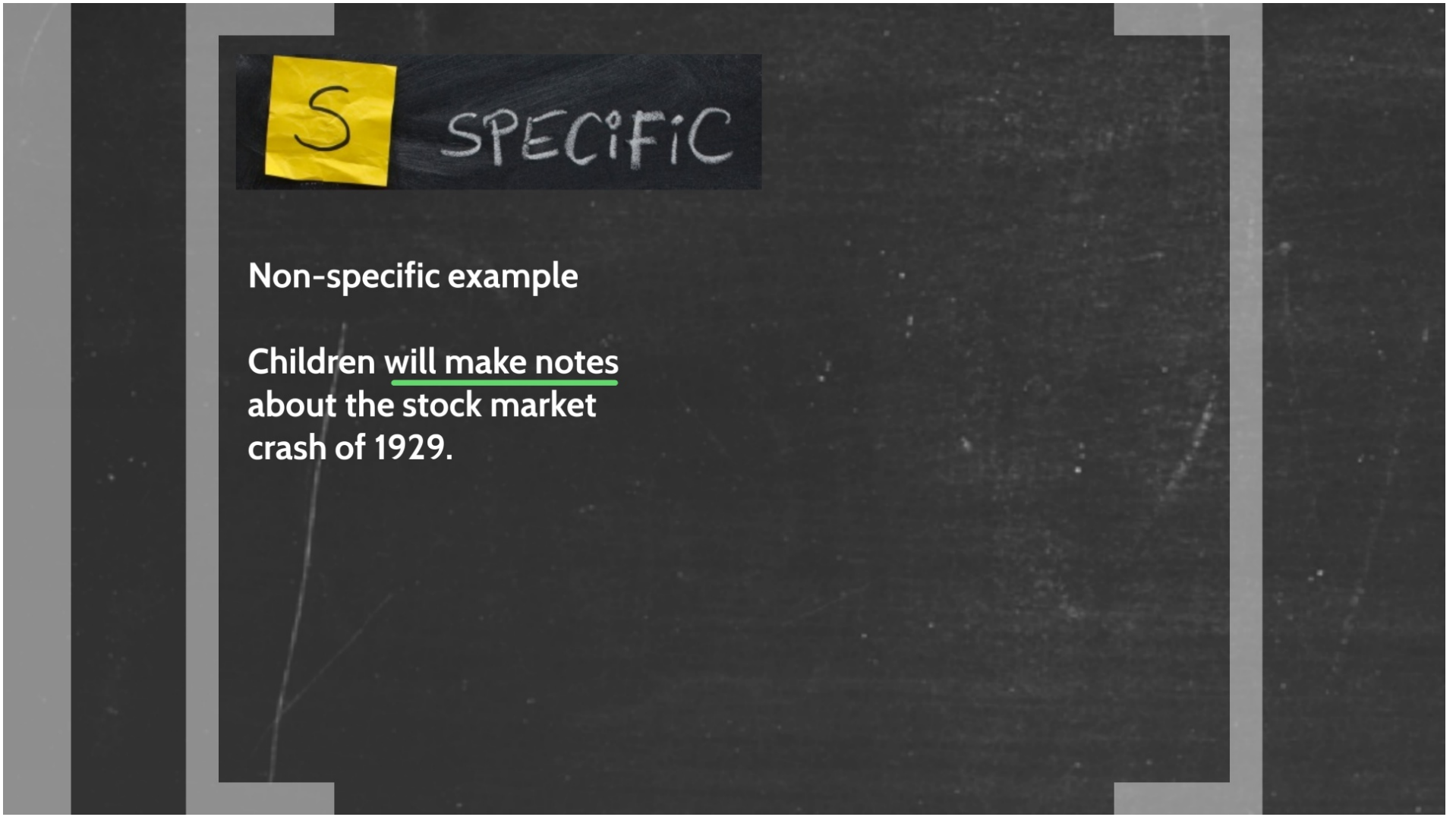


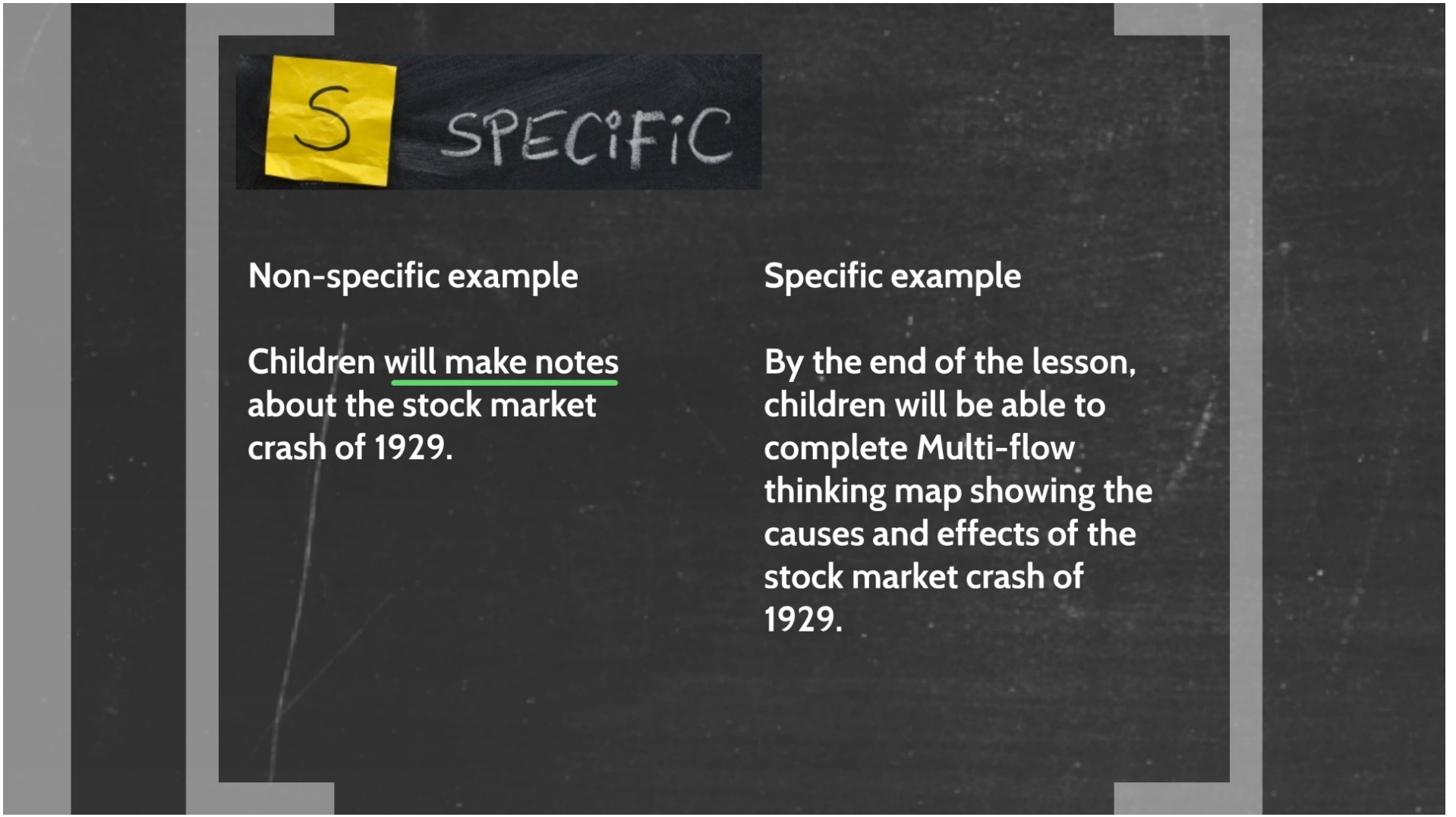
States exactly what learner is to achieve.

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


S
SPECIFIC


S
SPECIFIC
Non-specific example
Children will make notes about the stock market crash of 1929.


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SPECIFIC
Non-specific example
Children will make notes about the stock market crash of 1929.

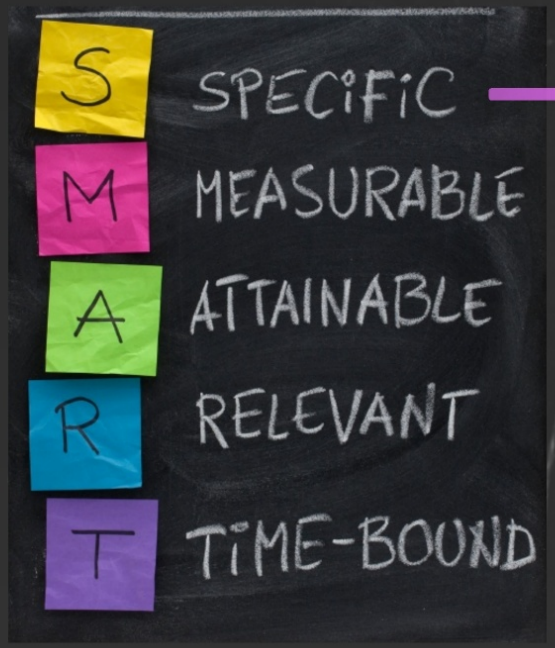

S
SPECIFIC
Non-specific example
Children will make notes about the stock market crash of 1929.
Specific example
By the end of the lesson, children will be able to complete Multi-flow thinking map showing the causes and effects of the stock market crash of 1929.

Writing learning objectives



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

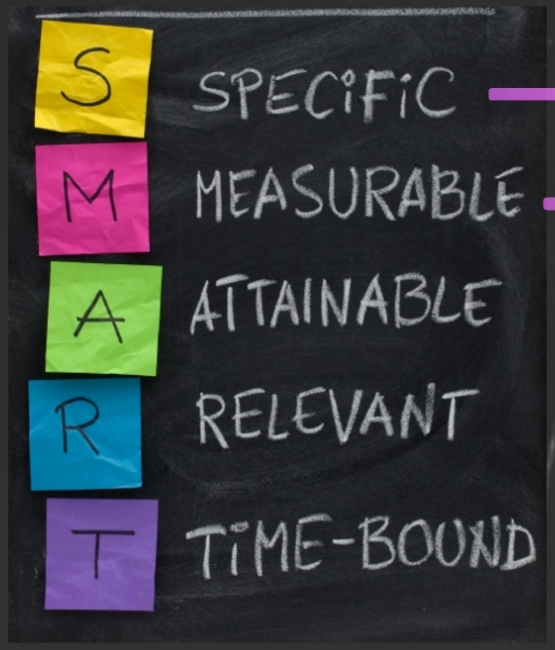
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States exactly what learner is to achieve.

Writing  learning objectives

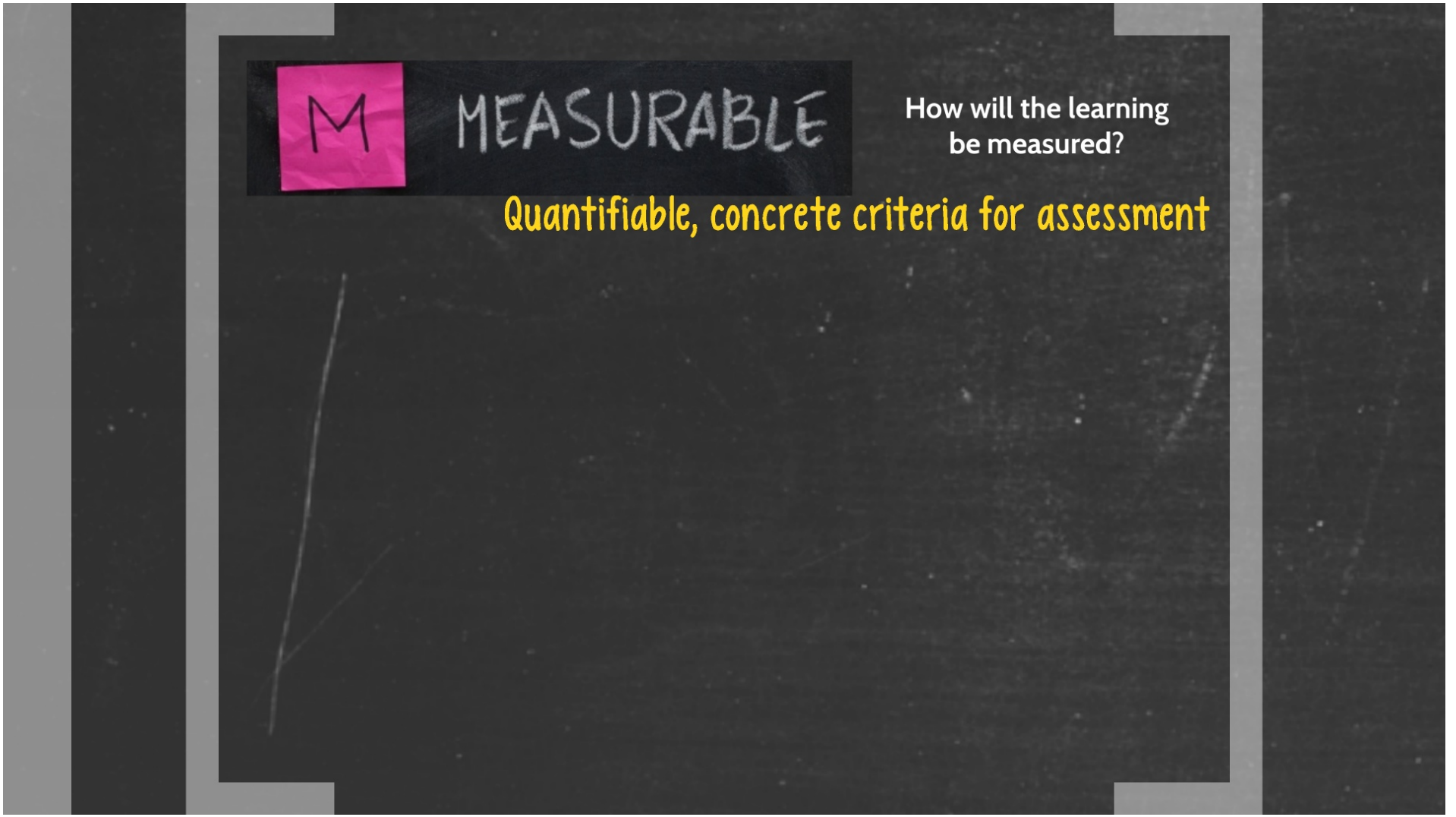
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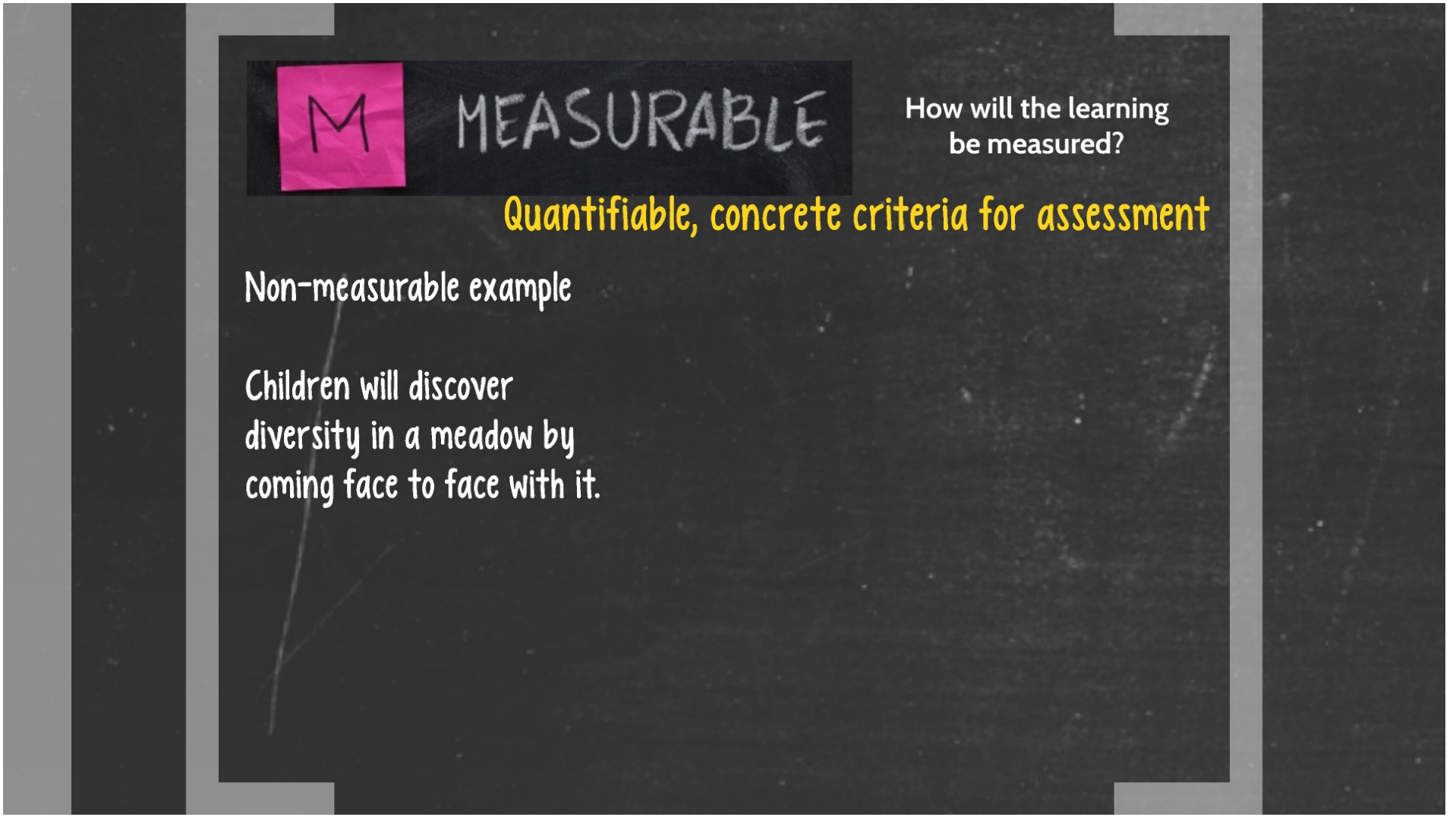


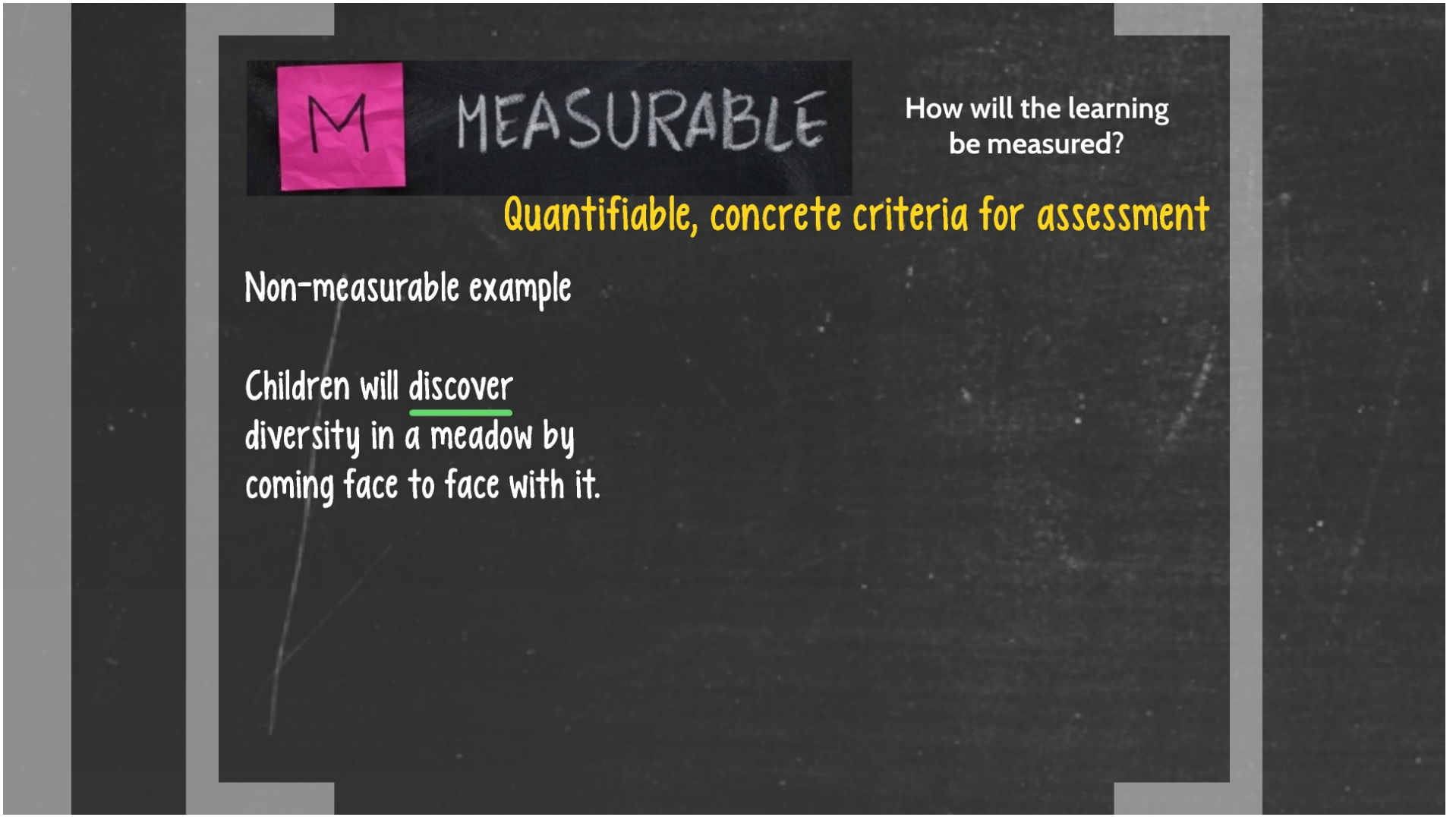
What the learners will know, be able to do and understand by the end of the lesson

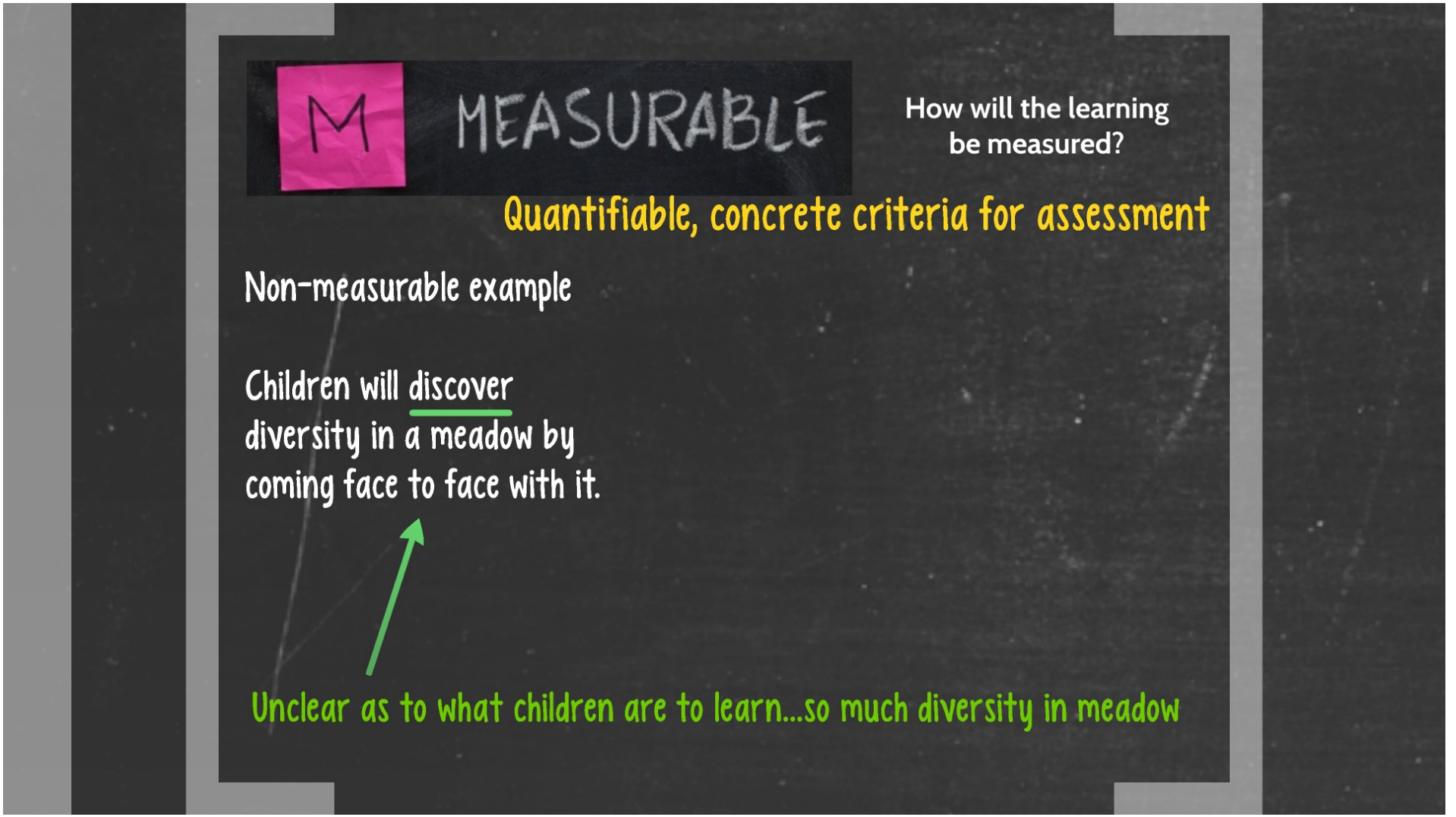
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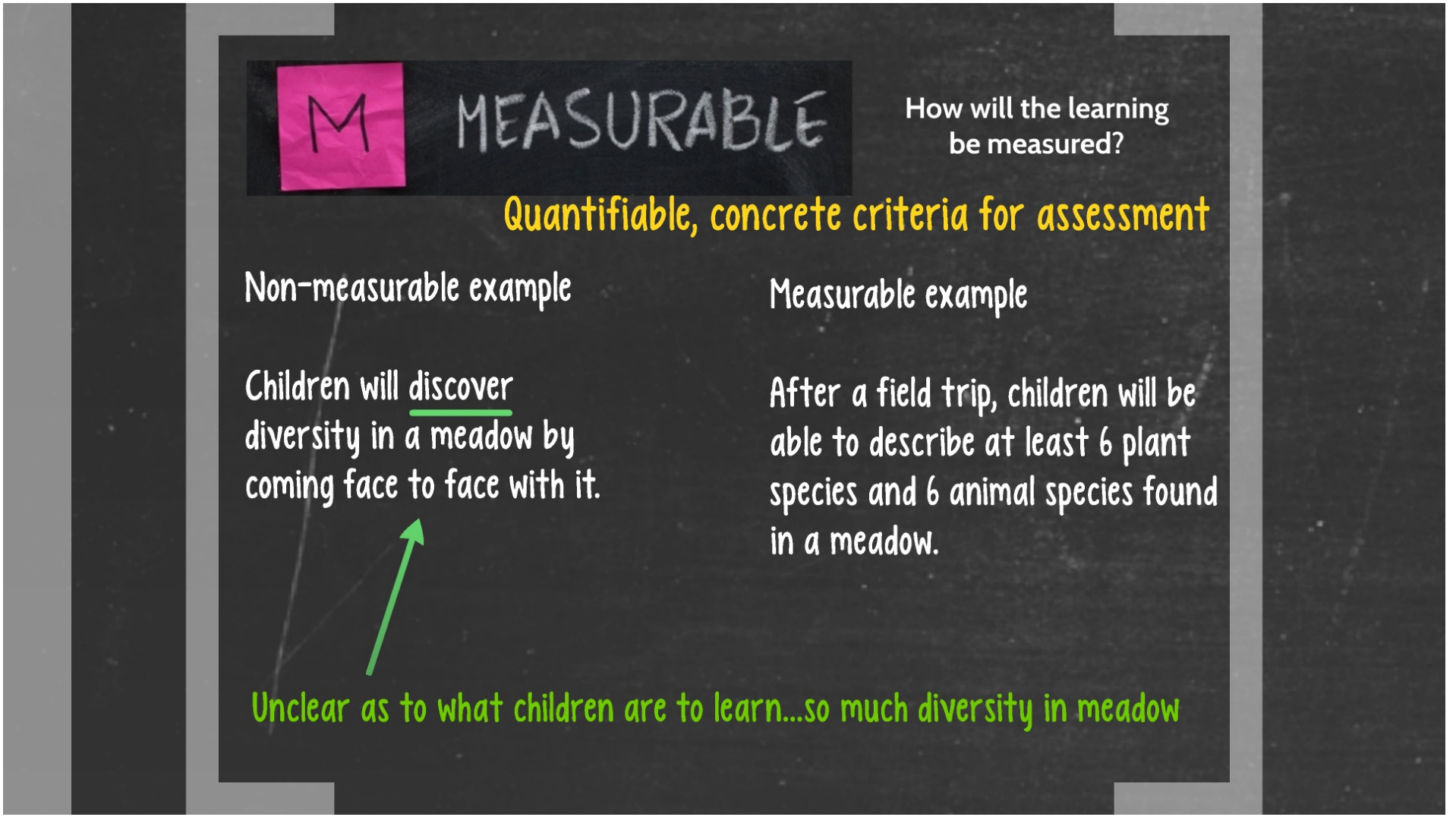
What level of learning is considered successful?


M
MEASURABLE
How will the learning be measured?
Quantifiable, concrete criteria for assessment


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Non-measurable example
Children will discover diversity in a meadow by coming face to face with it.


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Children will discover diversity in a meadow by coming face to face with it.
Unclear as to what children are to learn...so much diversity in meadow

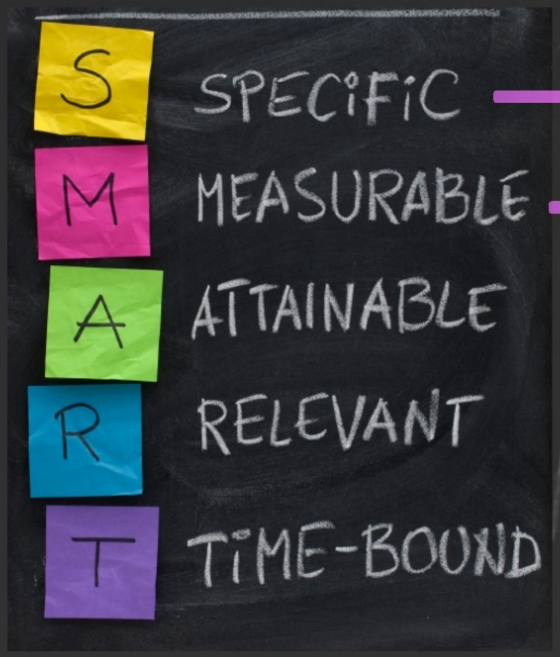

M
MEASURABLE
How will the learning be measured?
Quantifiable, concrete criteria for assessment
Non-measurable example
Children will discover diversity in a meadow by coming face to face with it.
Measurable example
After a field trip, children will be able to describe at least 6 plant species and 6 animal species found in a meadow.
Unclear as to what children are to learn...so much diversity in meadow

Writing learning objectives



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

Simple, concise and explicit.



States exactly what learner is to achieve.

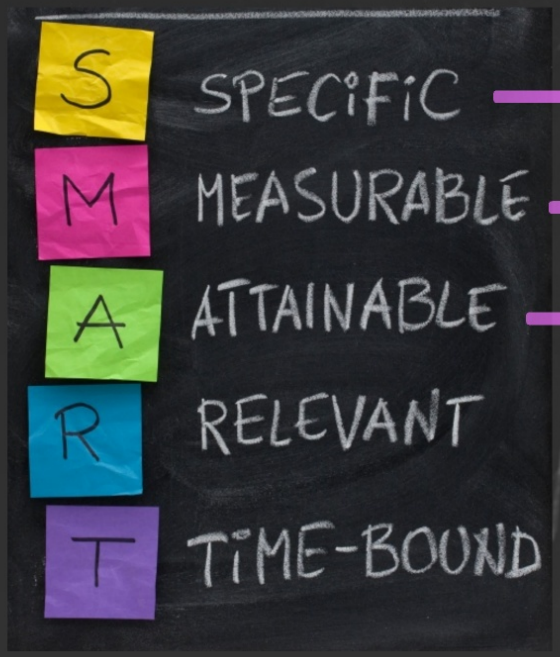
What level of learning is considered successful?

Writing learning objectives

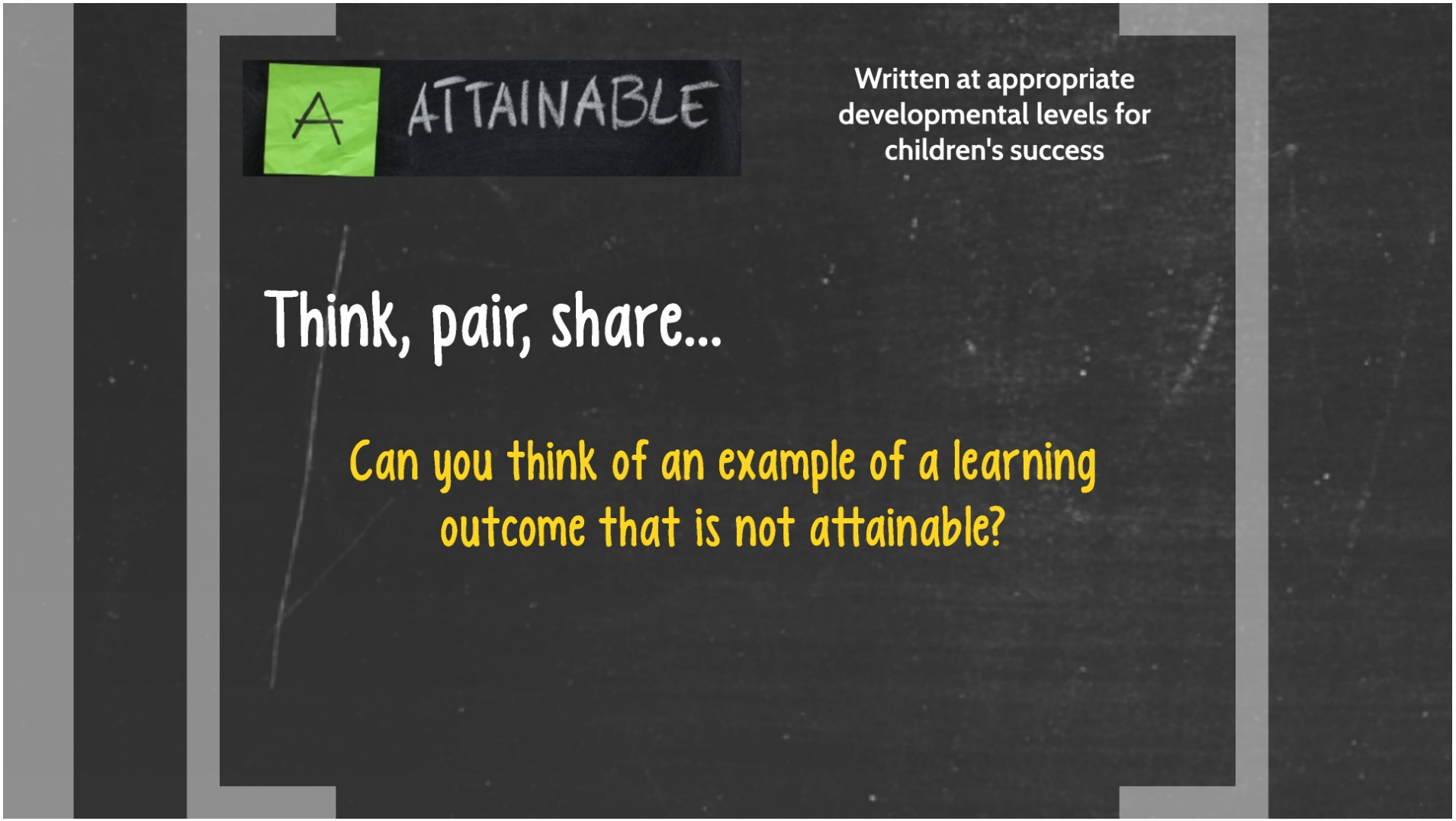


What the learners will know, be able to do and understand by the end of the lesson

Simple, concise and explicit.



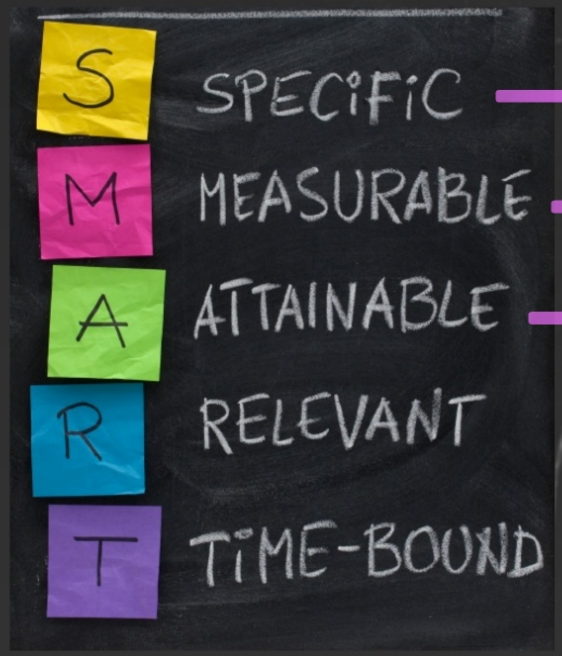
- SPECIFIC → States exactly what learner is to achieve.
- MEASURABLE → What level of learning is considered successful?
- ATTAINABLE → Challenging, but realistic - a chance for success.


A ATTAINABLE
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

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

Simple, concise and explicit.



States exactly what learner is to achieve.

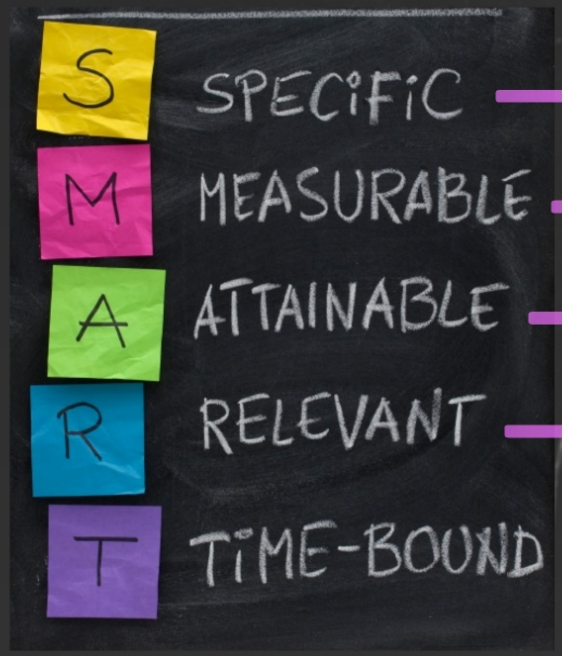
What level of learning is considered successful?

Challenging, but realistic - a chance for success.

Writing  learning objectives

Simple, concise and explicit.

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

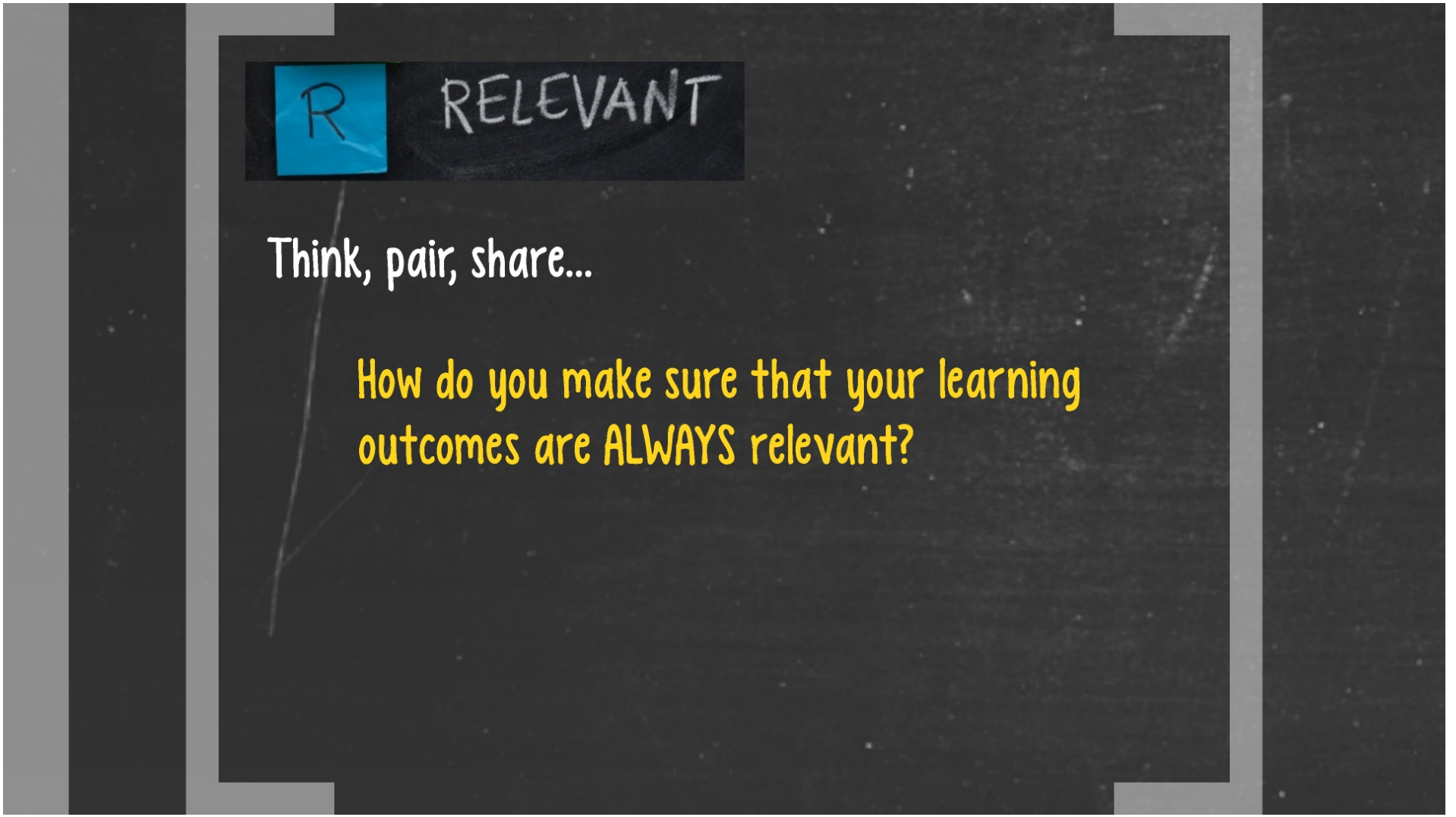


States exactly what learner is to achieve.

What level of learning is considered successful?

Challenging, but realistic - a chance for success.

Focus on content that is interesting and necessary


R
RELEVANT
Think, pair, share...
How do you make sure that your learning outcomes are ALWAYS relevant?

R RELEVANT

Think, pair, share...

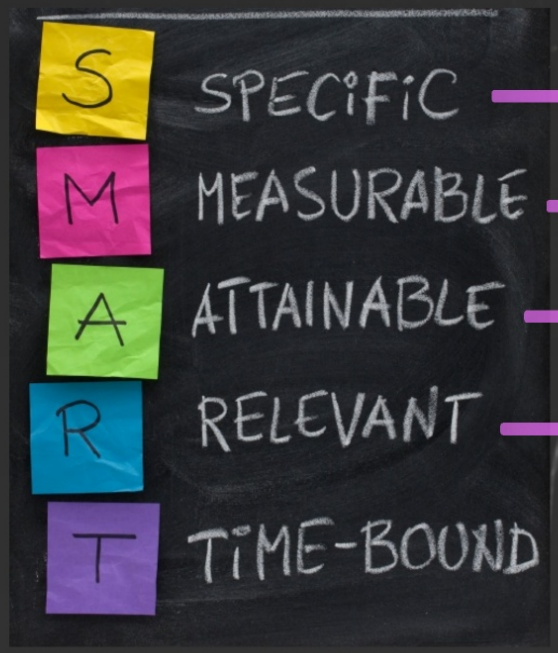
How do you make sure that your learning outcomes are ALWAYS relevant?



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.

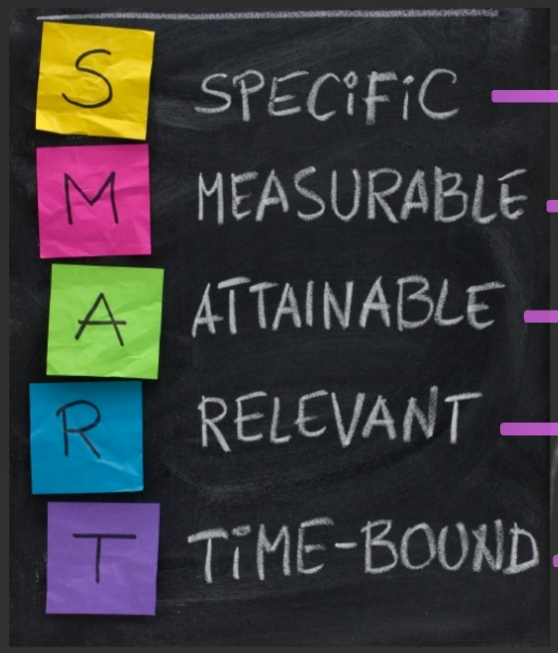
Focus on content that is interesting and necessary

Writing learning objectives

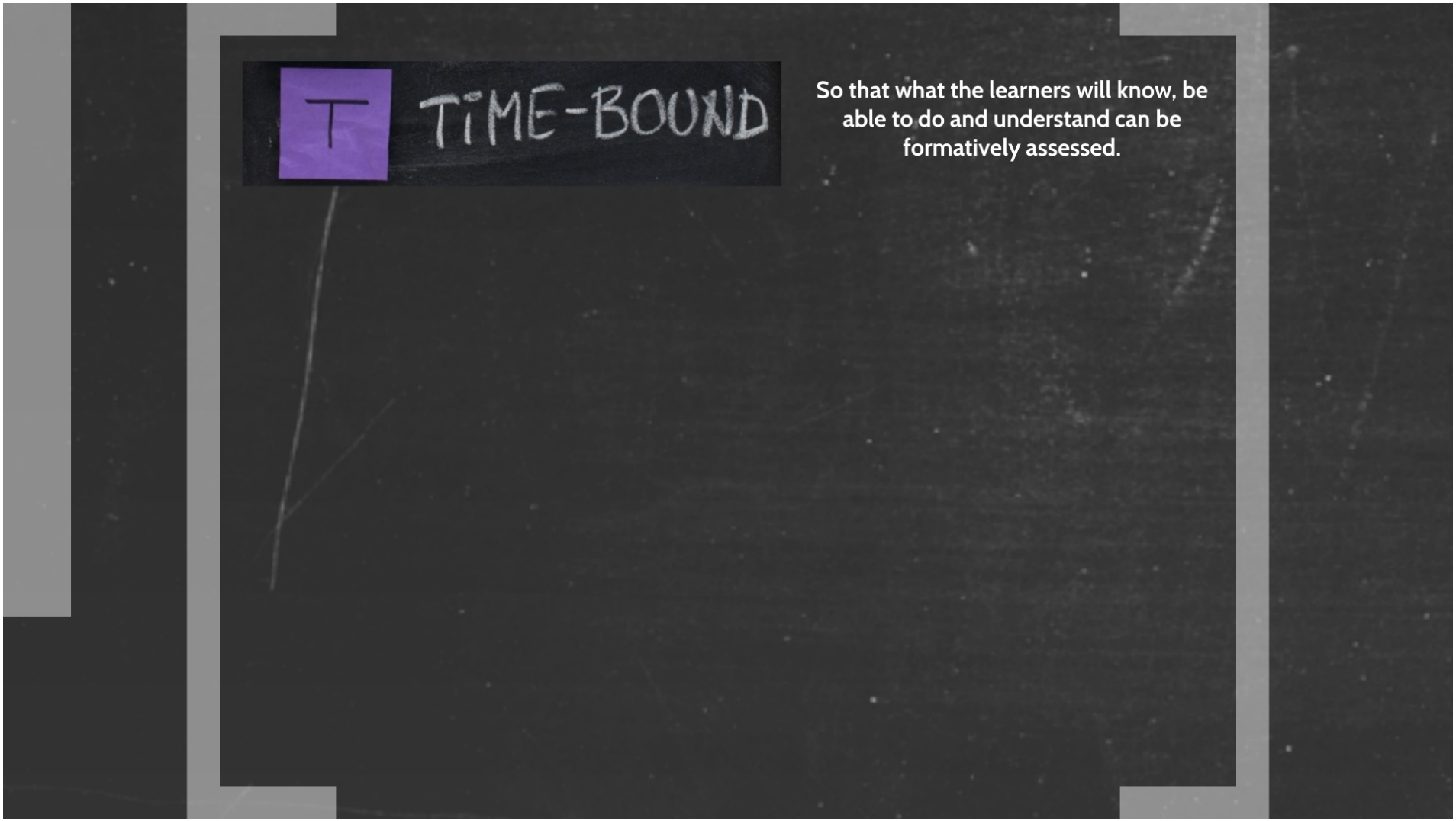


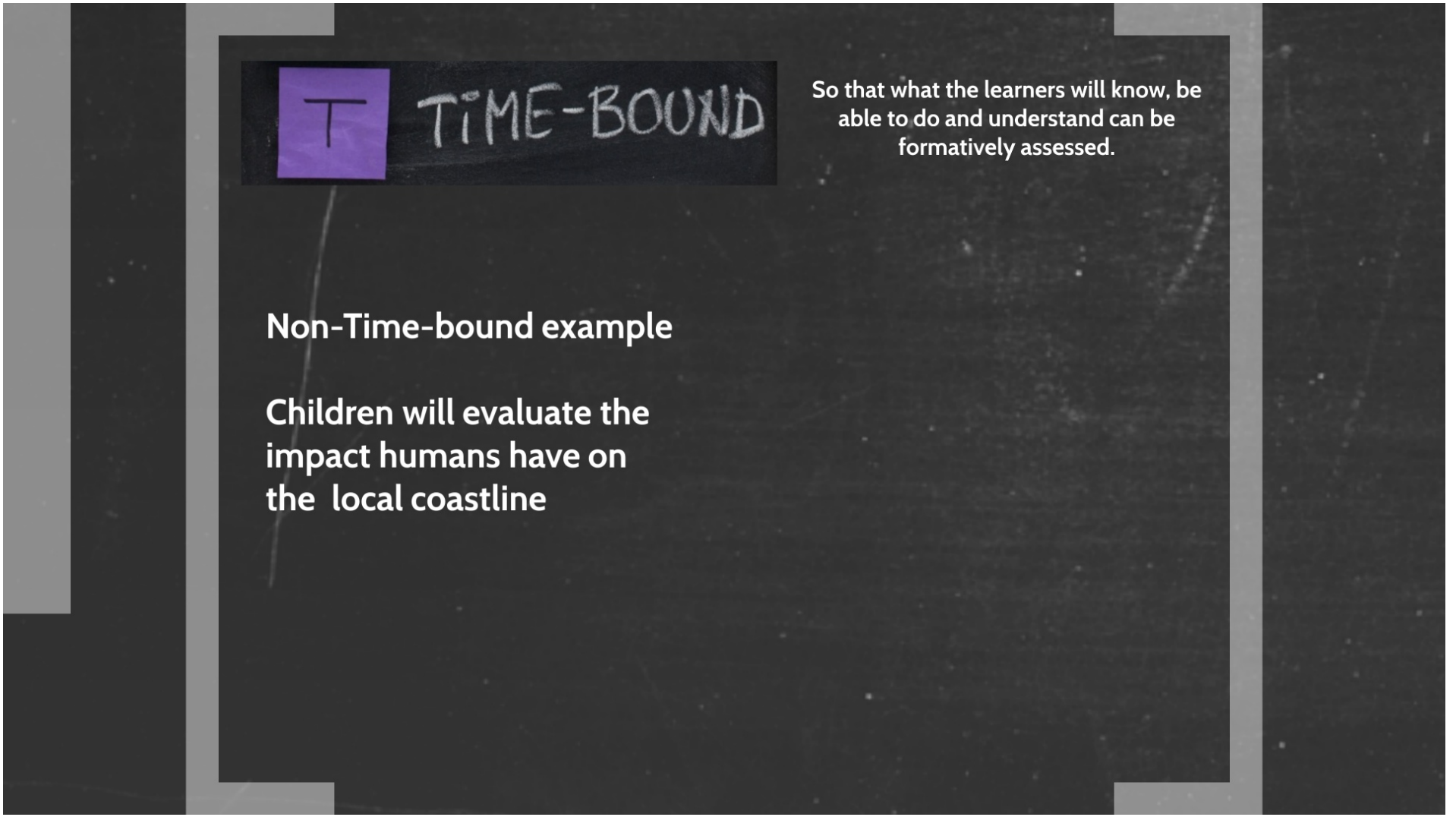
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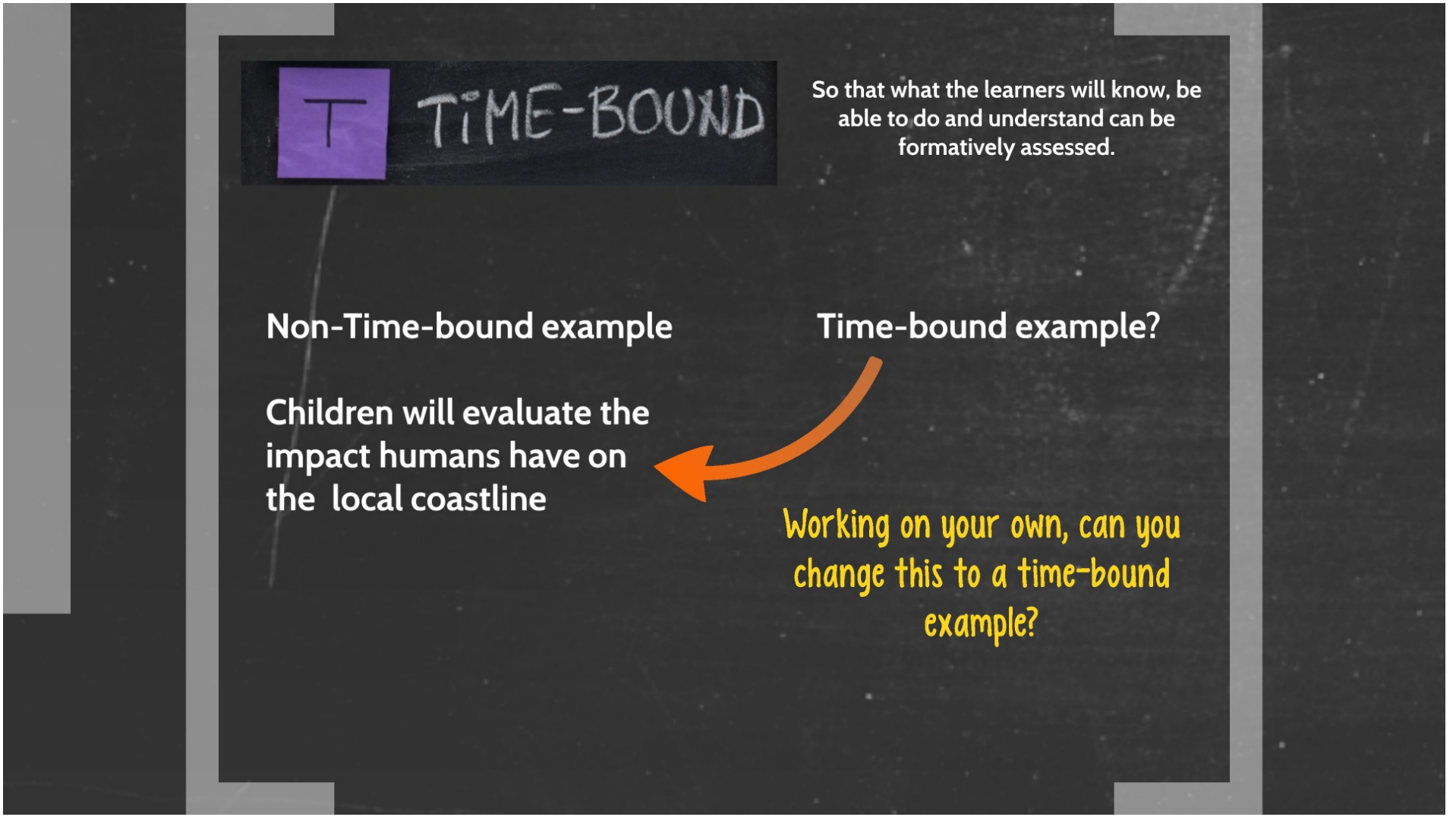
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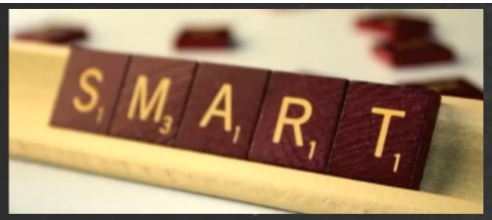


- **SPECIFIC** → States exactly what learner is to achieve.
- **MEASURABLE** → What level of learning is considered successful?
- **ATTAINABLE** → Challenging, but realistic - a chance for success.
- **RELEVANT** → Focus on content that is interesting and necessary
- **TIME-BOUND** → A specific ending point for assessment

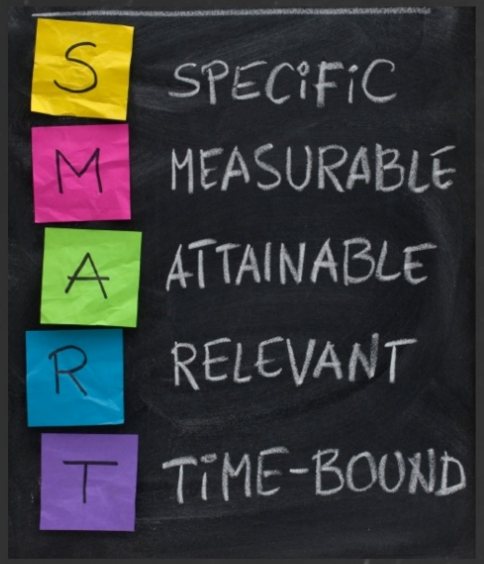

T
TIME-BOUND
So that what the learners will know, be able to do and understand can be formatively assessed.


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

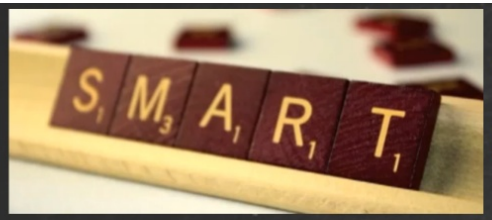

T TIME-BOUND
So that what the learners will know, be able to do and understand can be formatively assessed.
Non-Time-bound example
Children will evaluate the impact humans have on the local coastline
Time-bound example?
Working on your own, can you change this to a time-bound example?

Writing  learning objectives

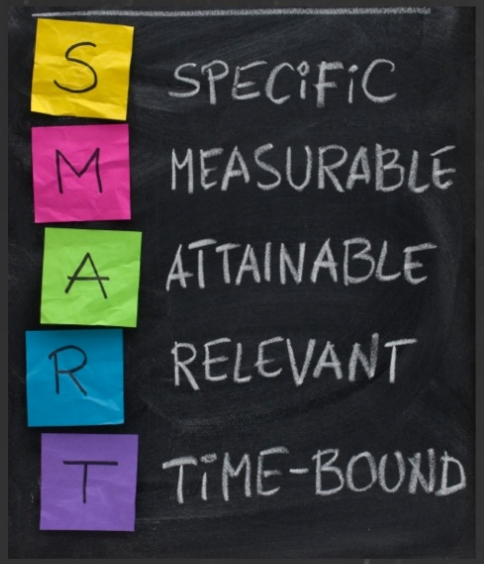
Is this a good example of a SMART learning objective for a year 3 History lesson?



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

Writing  learning objectives

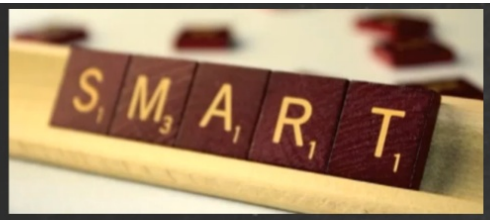
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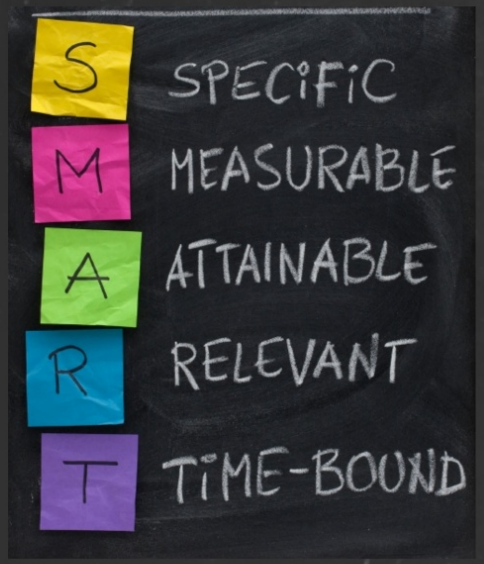
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Writing  learning objectives

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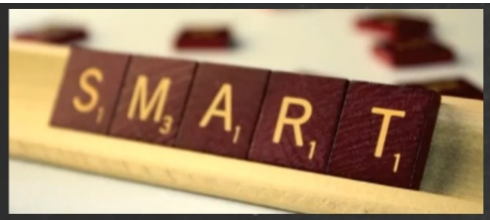


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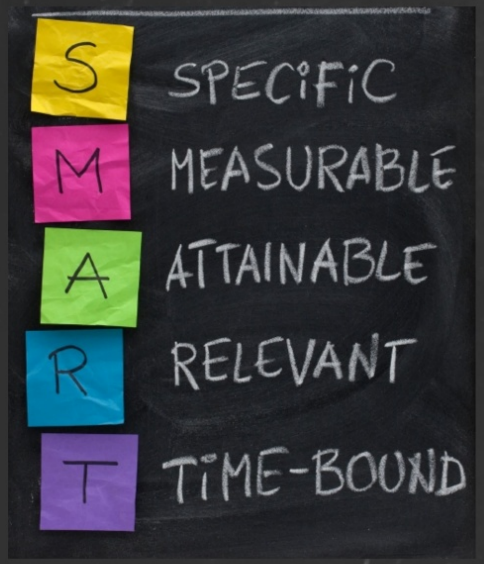
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M MEASURABLE

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Writing  learning objectives

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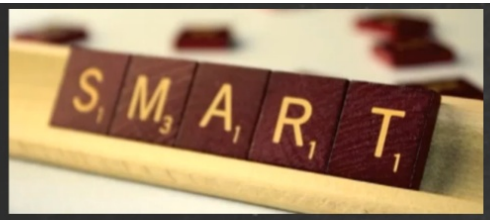
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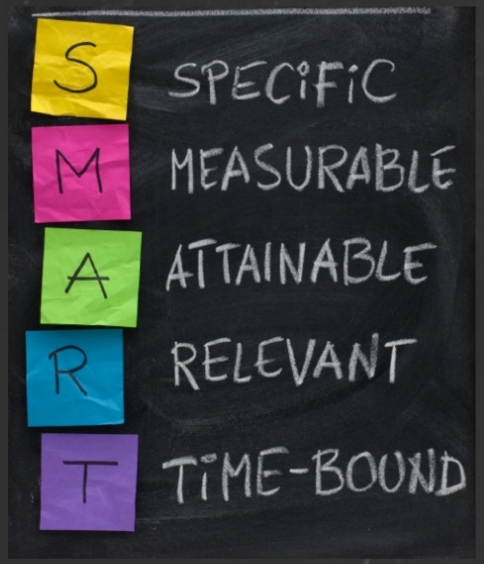
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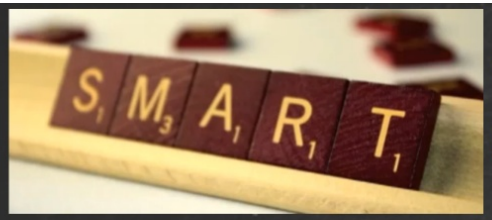


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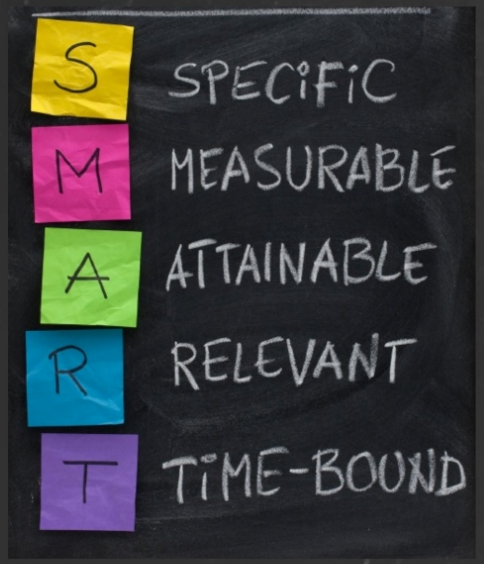
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A ATTAINABLE

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Writing  learning objectives

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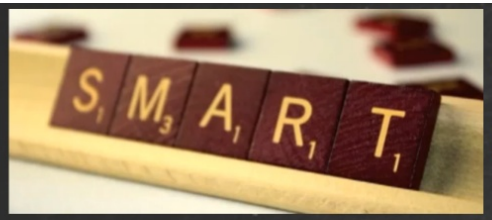
T TIME-BOUND

M MEASURABLE

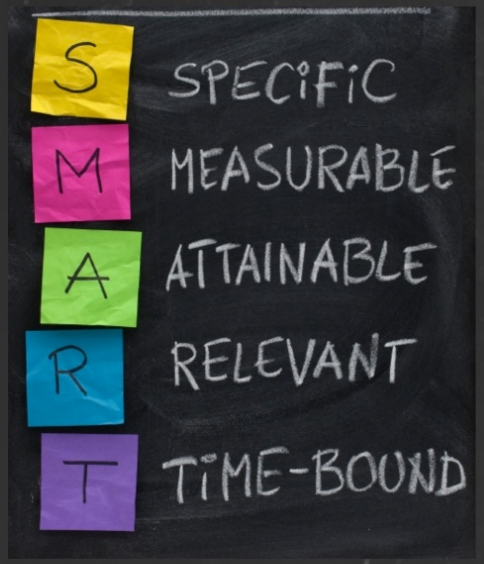
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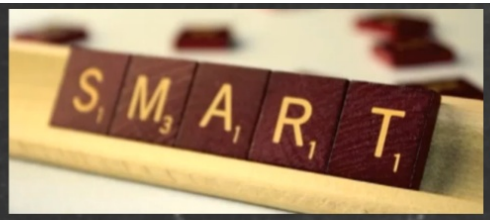
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A ATTAINABLE

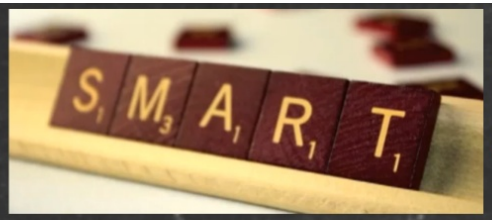
S SPECIFIC R RELEVANT S SPECIFIC

Can you write one?

Writing  learning objectives

This decides your teaching strategies for the lesson!

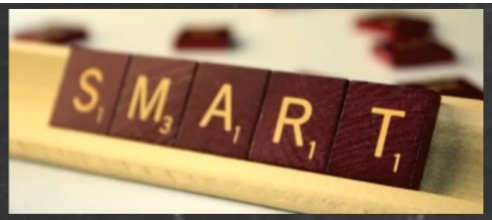
By the end of the lesson, you should be able to discuss three possible improvements to Tudor waste management.

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.

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.

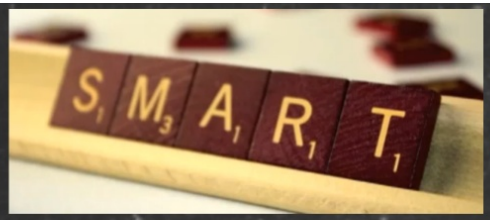
Writing  learning objectives

This decides your teaching strategies for the lesson!

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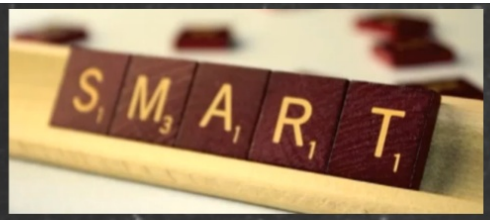
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Writing  learning objectives

Let's take this to the next level!

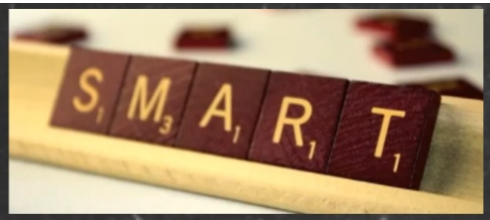
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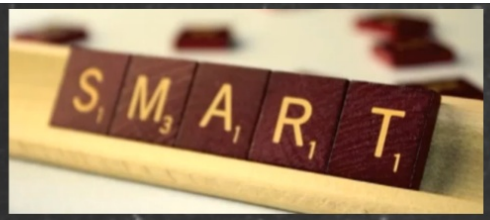
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Let's take this to the next level!



Where is the verb?

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Writing  learning objectives

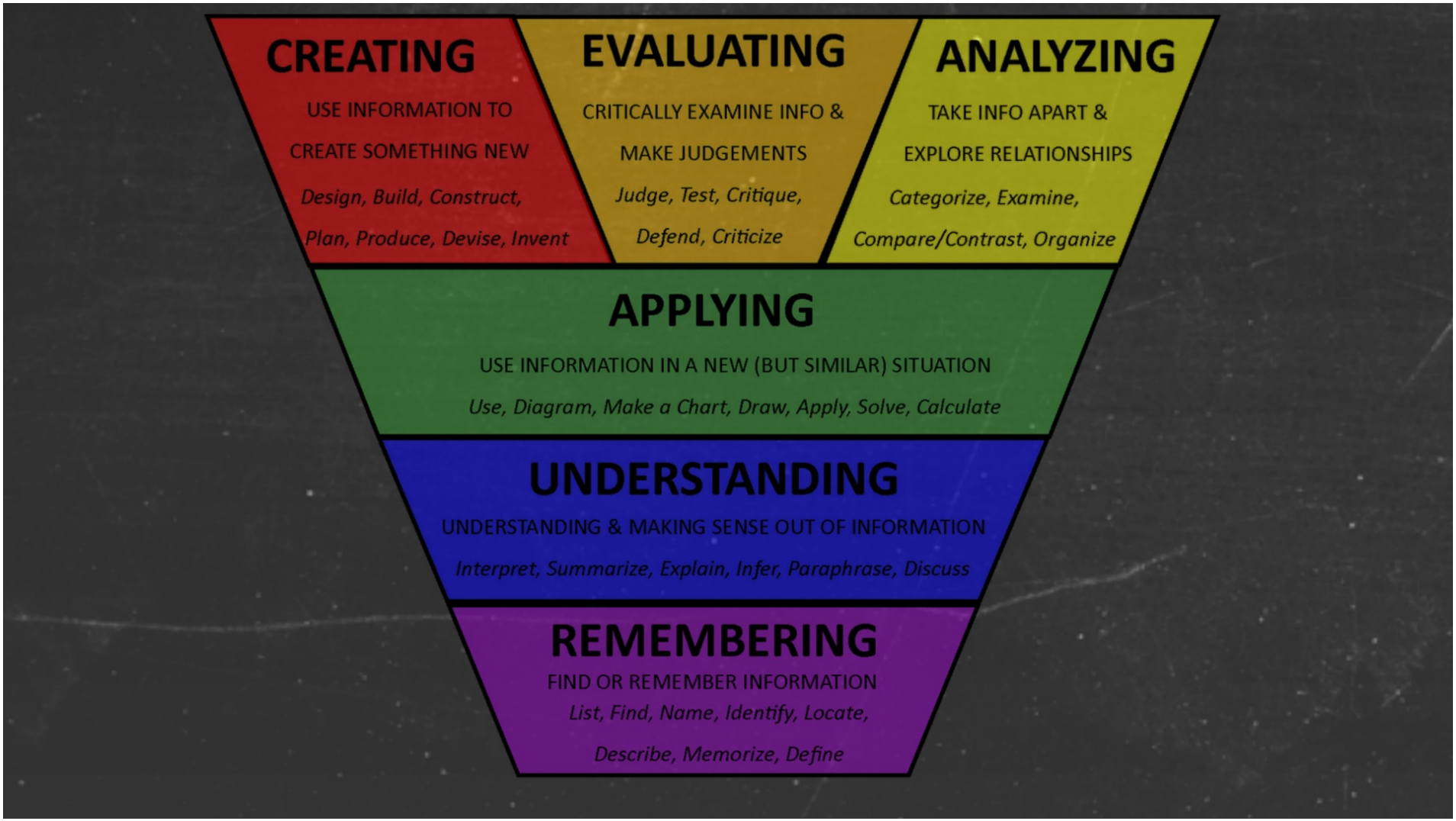
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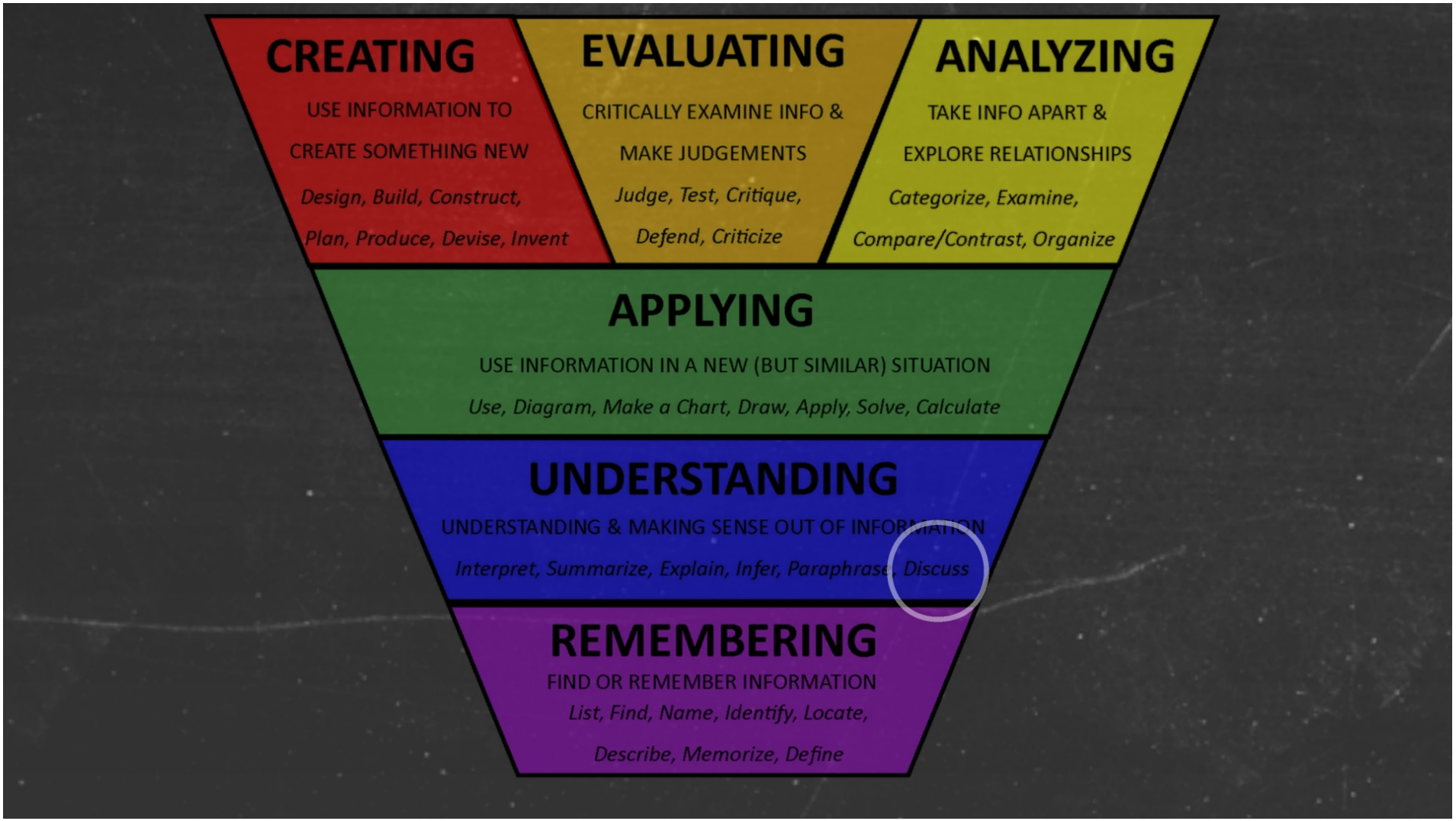


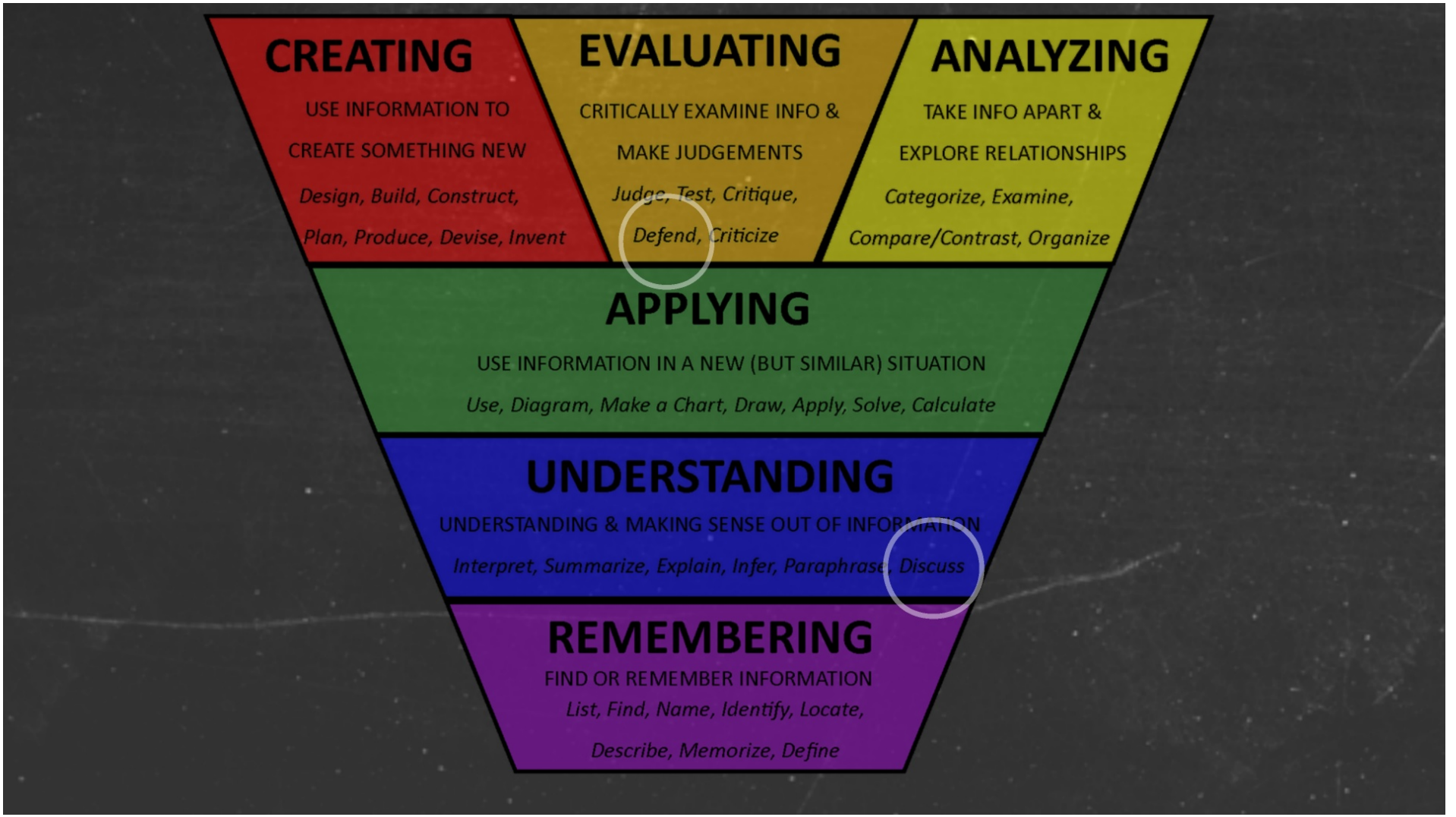
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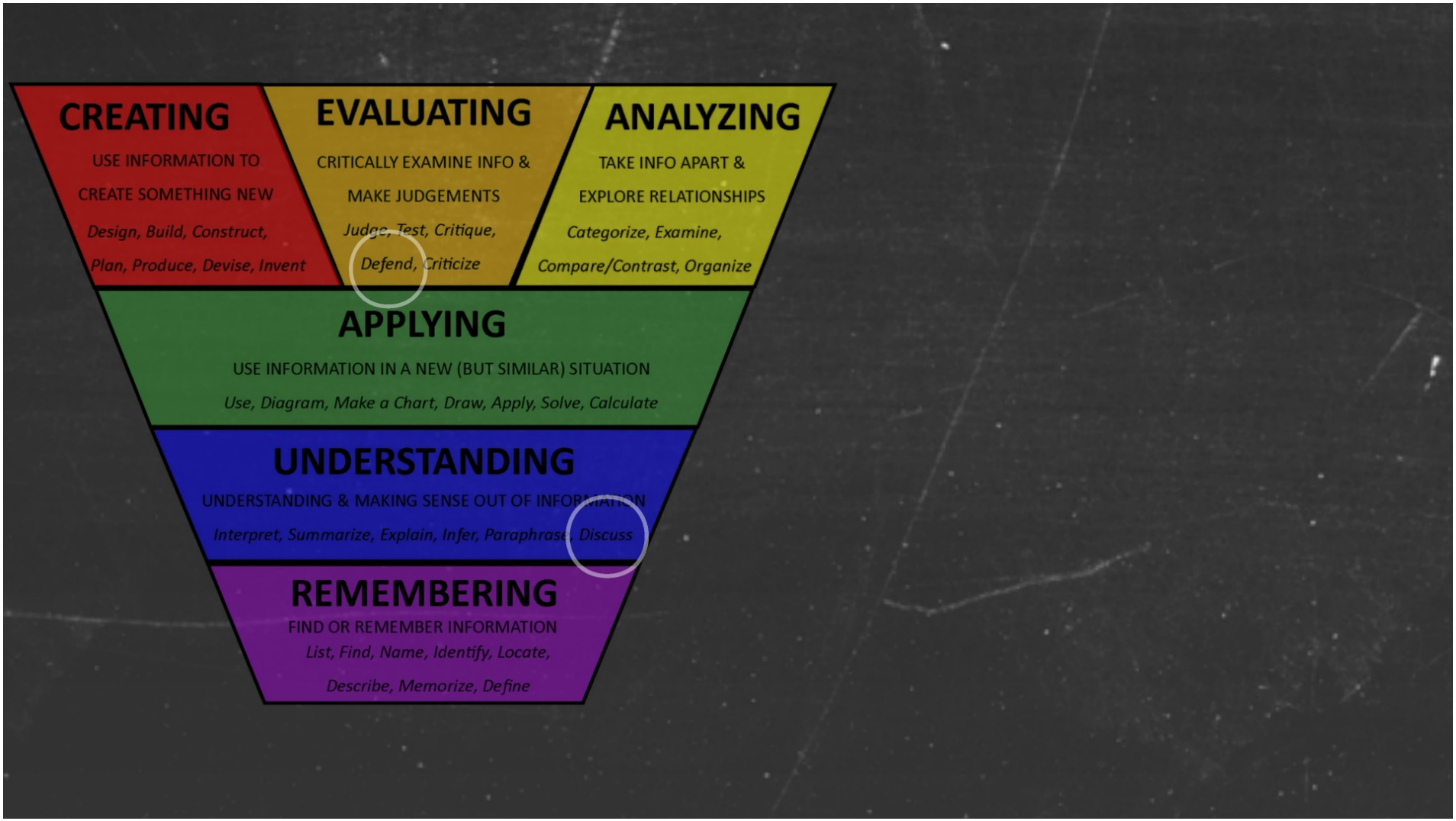
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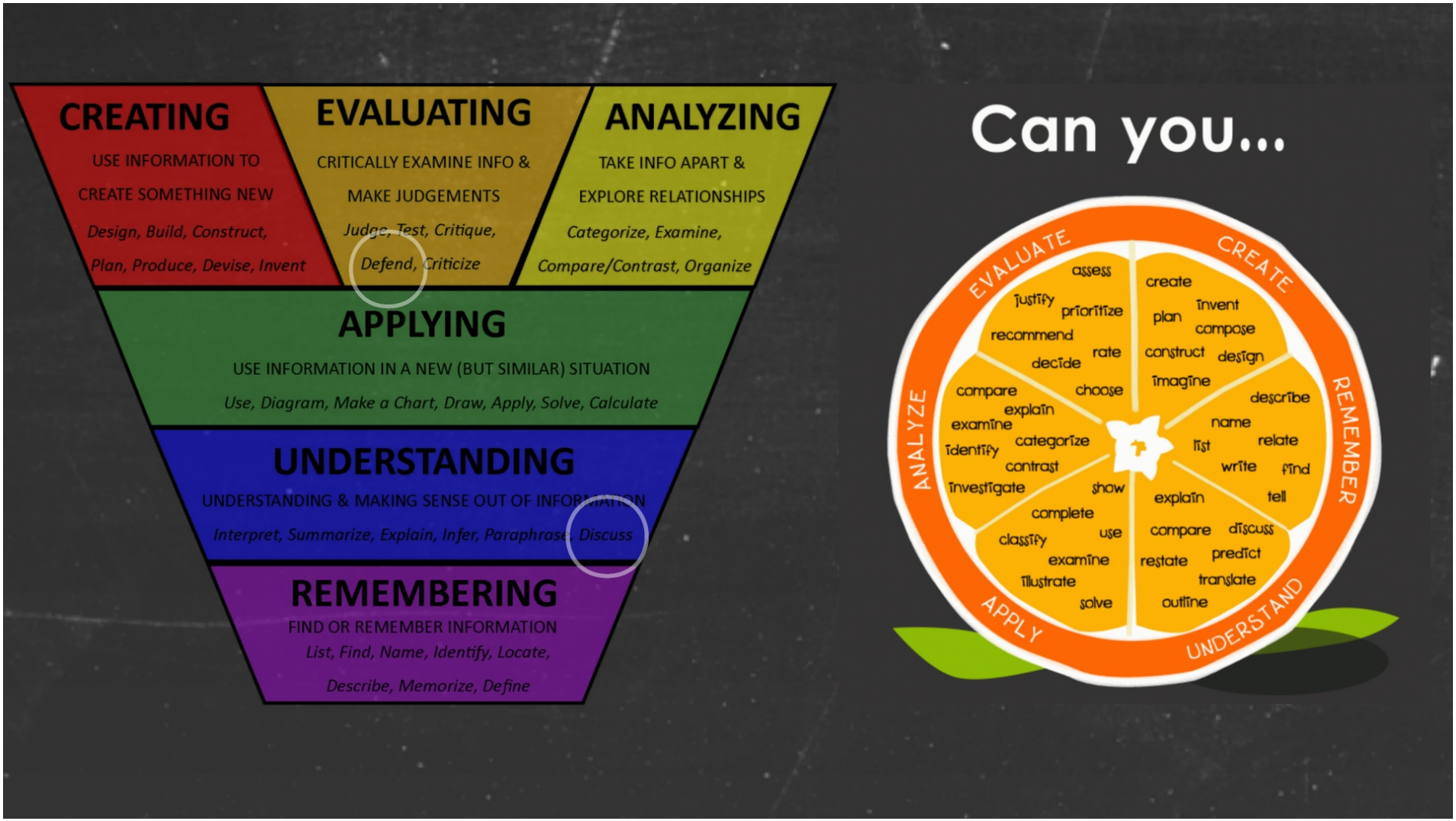


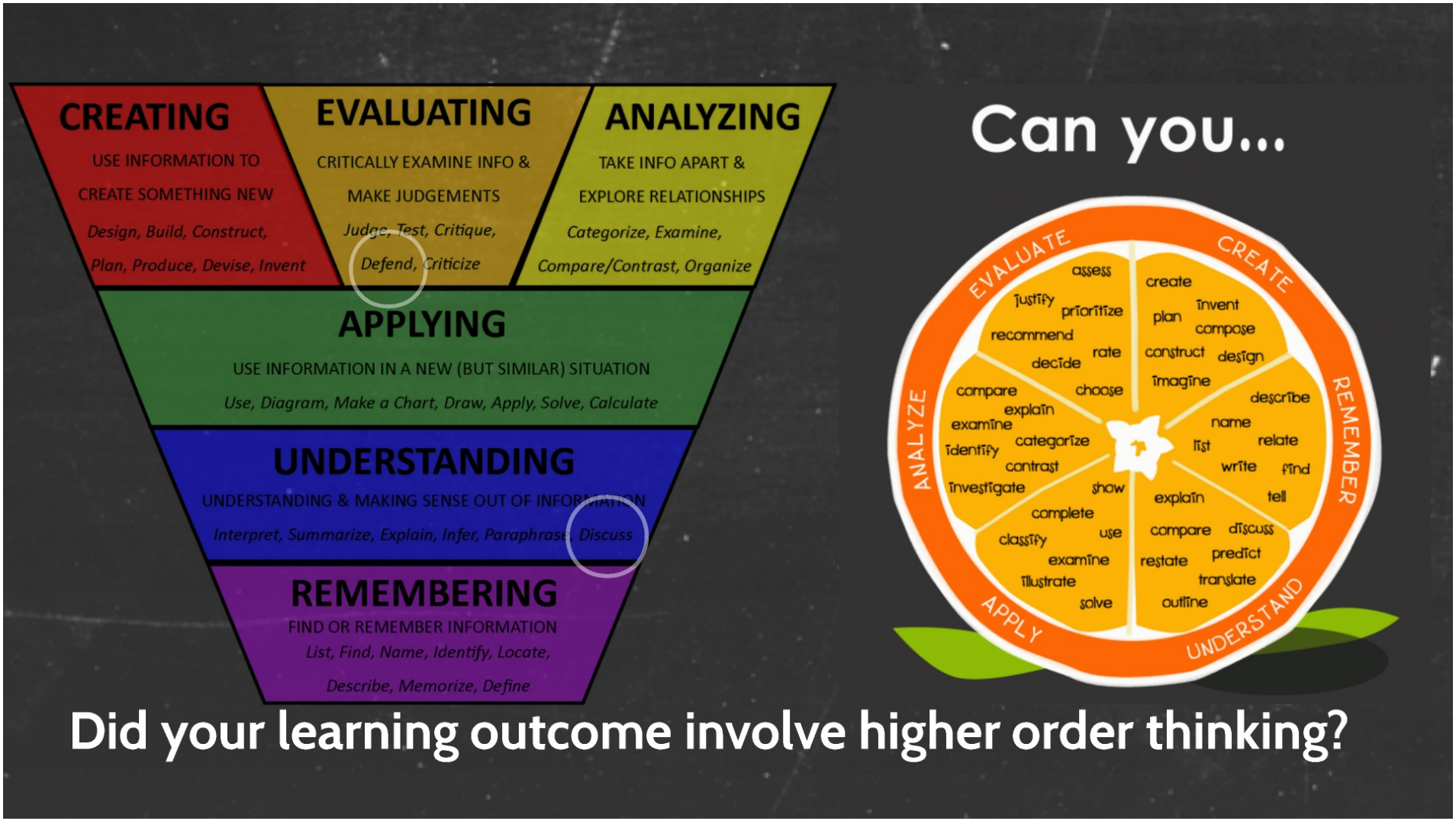

CREATING
USE INFORMATION TO
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Design, Build, Construct,
Plan, Produce, Devise, Invent
EVALUATING
CRITICALLY EXAMINE INFO &
MAKE JUDGEMENTS
Judge, Test, Critique,
Defend, Criticize
ANALYZING
TAKE INFO APART &
EXPLORE RELATIONSHIPS
Categorize, Examine,
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
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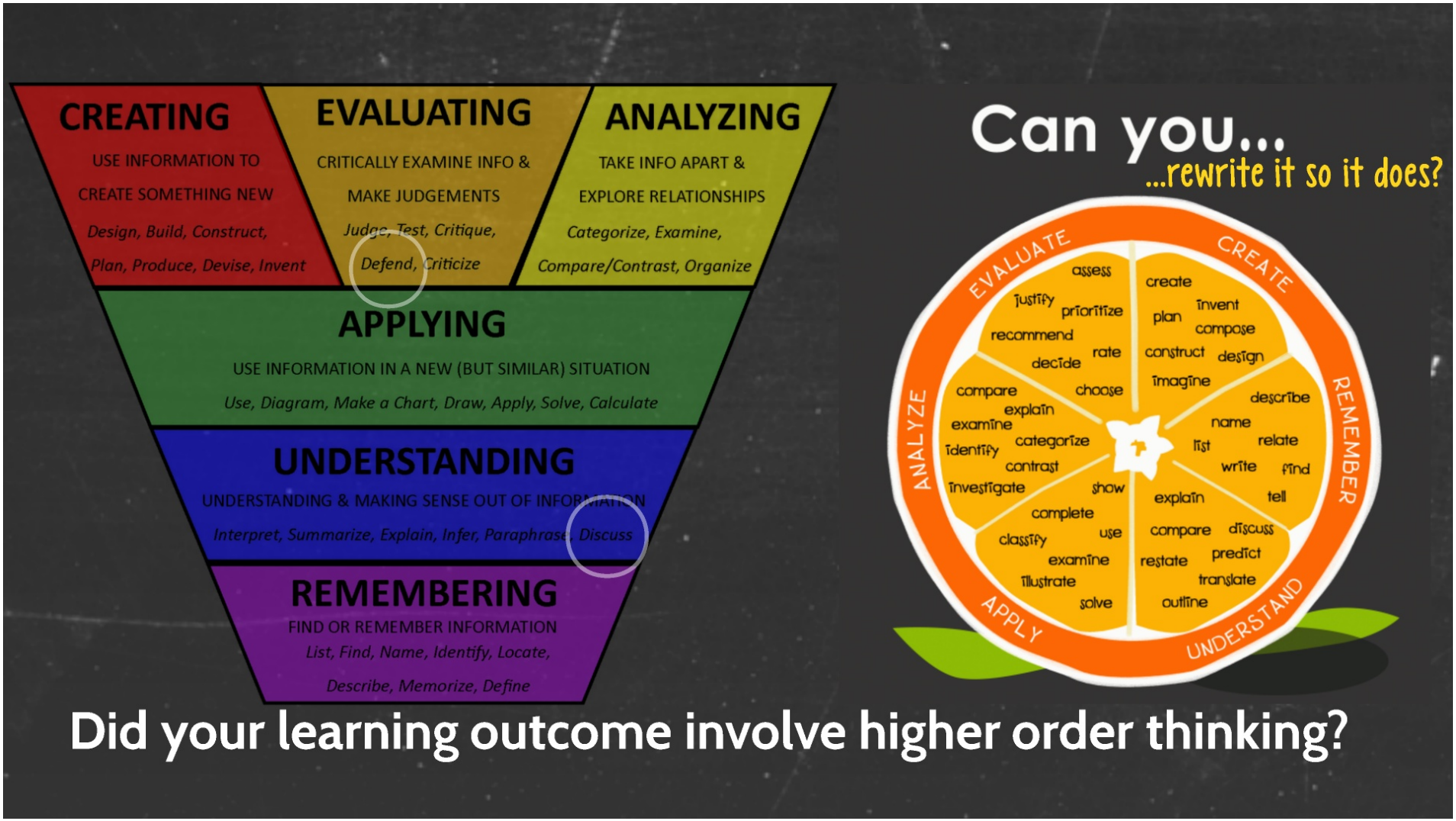

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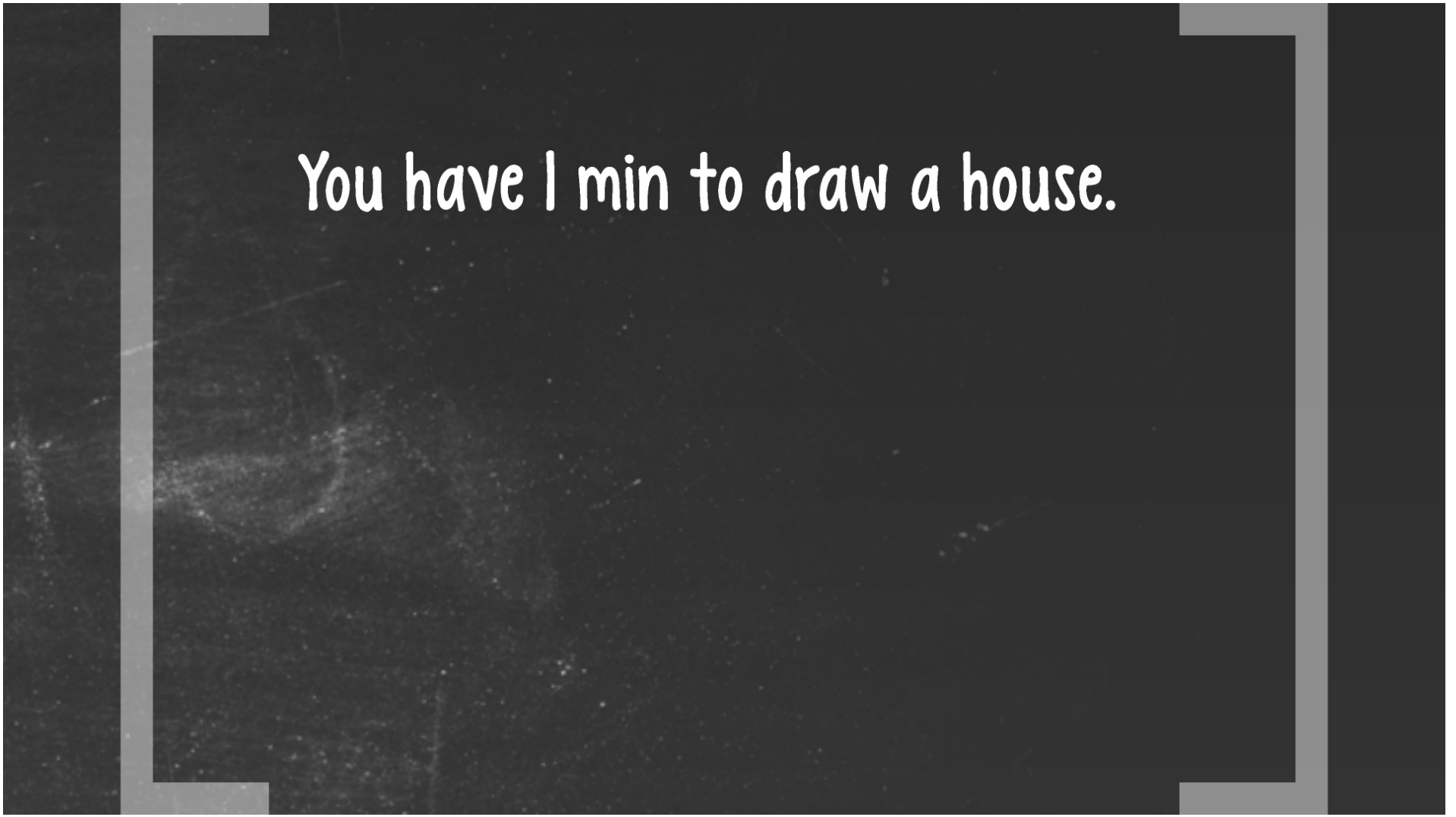

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EVALUATE
CREATE
ANALYZE
REMEMBER
APPLY
UNDERSTAND
assess
justify
prioritize
recommend
rate
decide
create
invent
plan
compose
construct
design
imagine
compare
choose
explain
examine
describe
name
identify
categorize
list
relate
contrast
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Did your learning outcome involve higher order thinking?


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Can you...
...rewrite it so it does?
EVALUATE
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APPLY
UNDERSTAND
assess
justify
prioritize
recommend
rate
decide
create
invent
plan
compose
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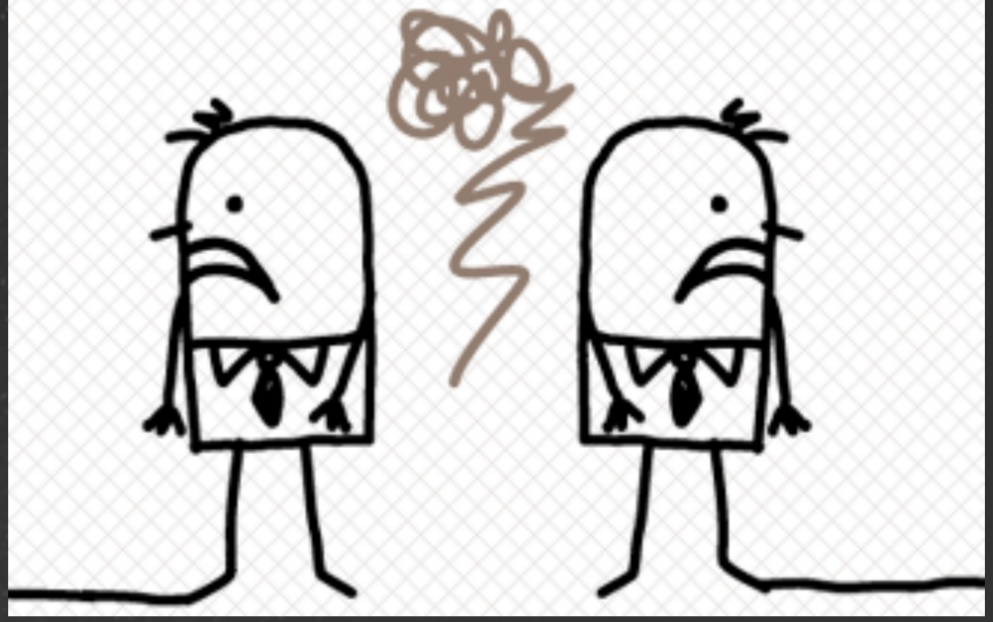

You have 1 min to draw a house.


You have 1 min to draw a house.
Go!

Talk partners

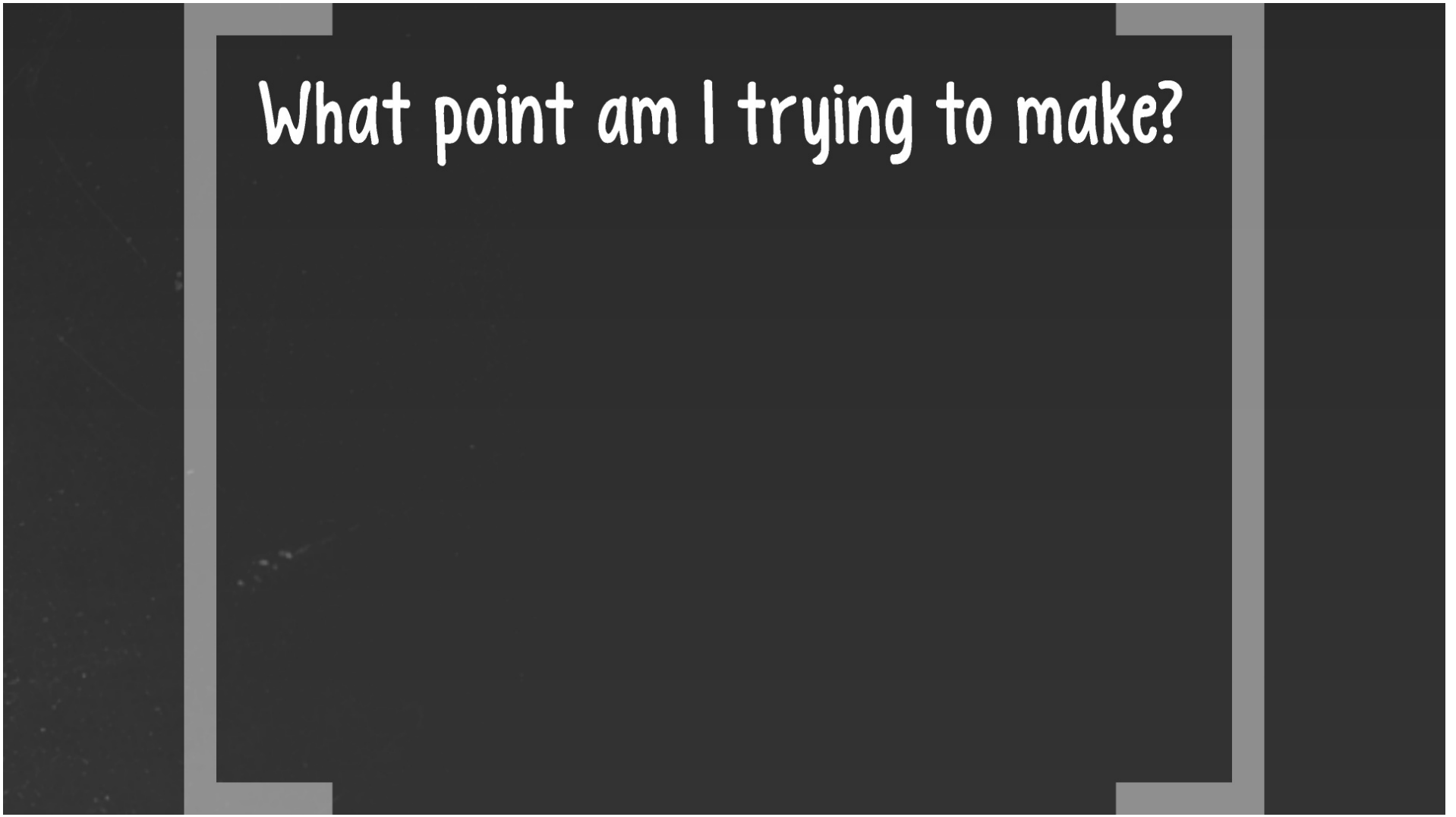
1) What is successful about your partners house?

2) What could be done to improve your house?

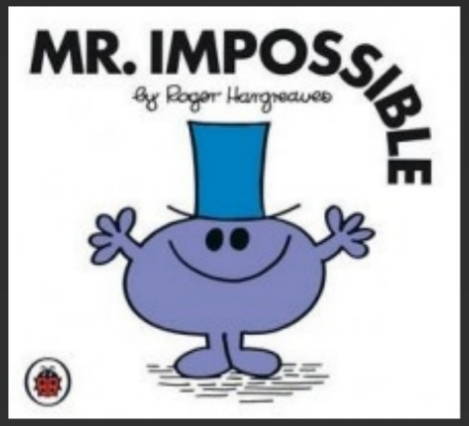


Mark you partner's house

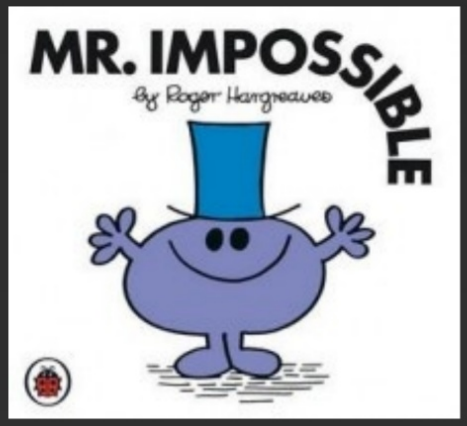
- Door ramp for wheelchair access 30
- Disabled parking space by gate 20
- All rooms on ground floor 10
- Shrubs and flowers in garden 10
- Intercom on door 20
- Flat path leading to garden shed 10


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

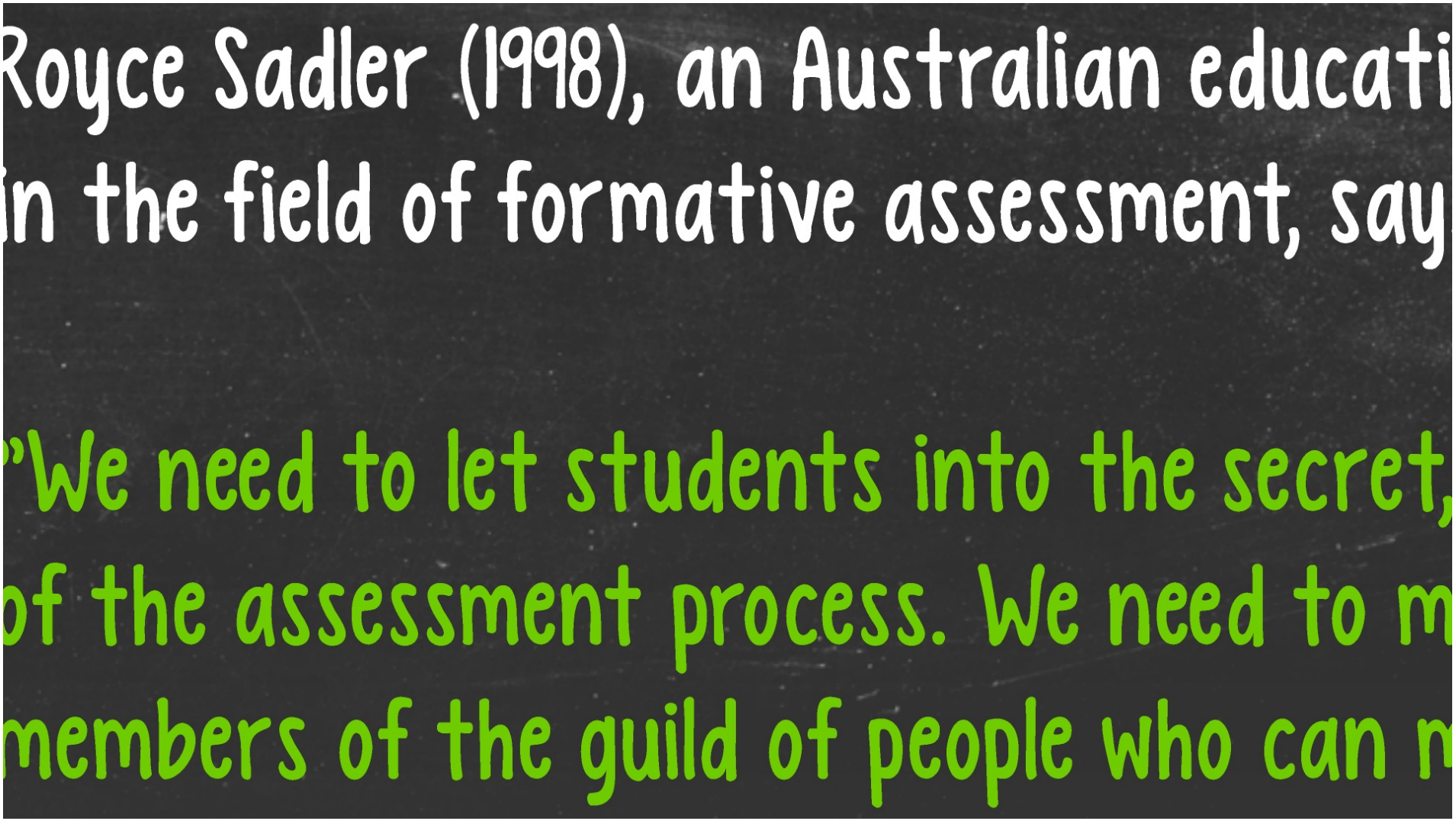


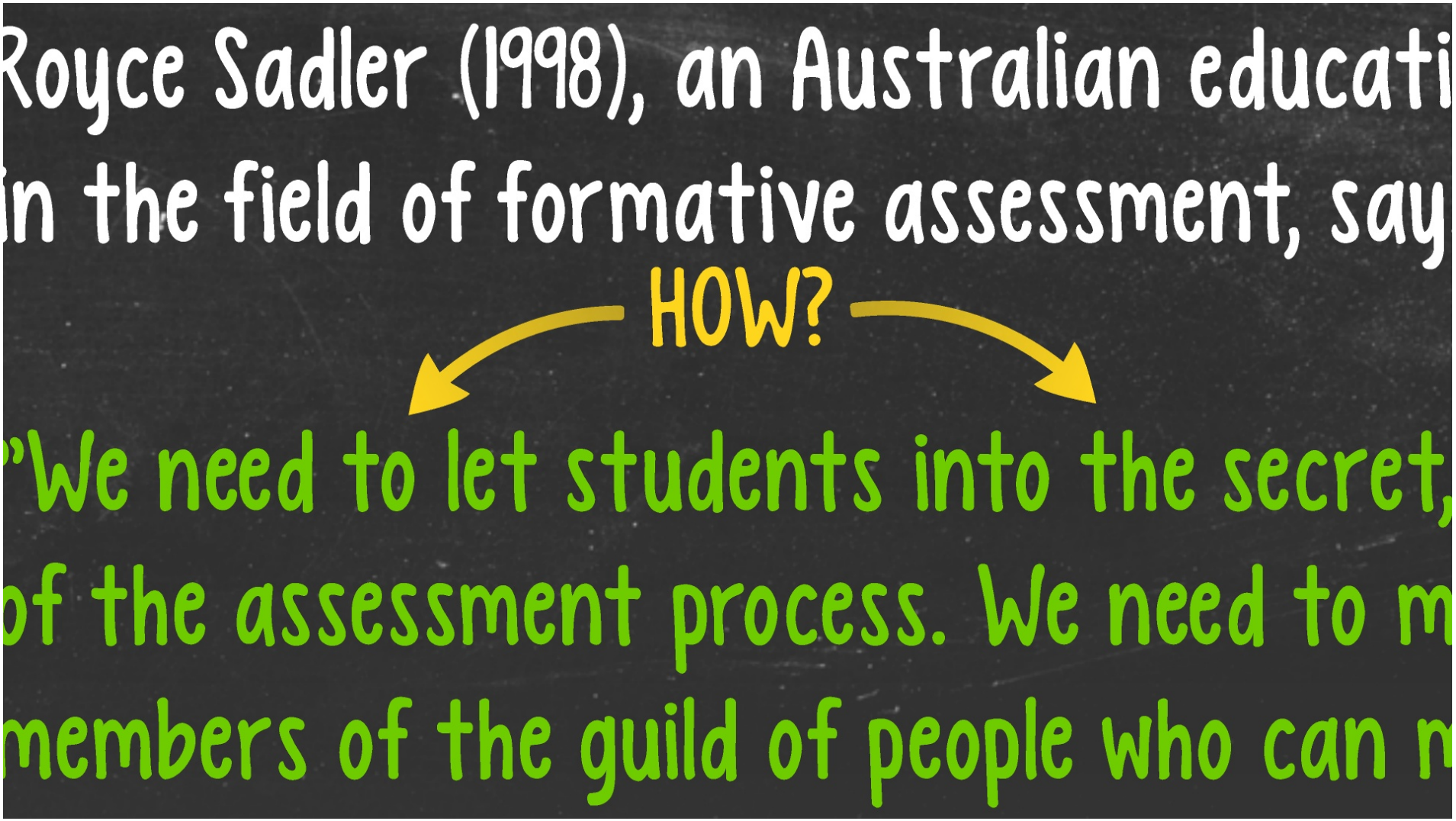
Royce Sadler (1998), an Australian educationalist who has long been working in the field of formative assessment, says it this way:

"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?


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


Royce Sadler (1998), an Australian educati
in the field of formative assessment, say
HOW?
"We need to let students into the secret,
of the assessment process. We need to m
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Success Criteria...



Success Criteria...



What are they?

Success Criteria...



What are they?

- The ingredients of our learning objectives

Success Criteria...



What are they?

- The ingredients of our learning objectives
- Can simply be a list or rubric of how to be successful

Success Criteria...



What are they?

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- Can simply be a list or rubric of how to be successful
- The tools for equipping the learners to self and peer assess

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Success Criteria...

Principles of use



They need to:

- Be written in a language that learners understand

Success Criteria...

Principles of use



They need to:

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- Be limited in number (so not overwhelmed by scope of task)

Success Criteria...

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- 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)

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)

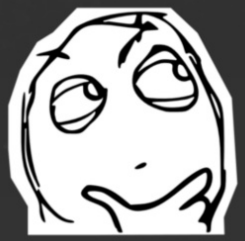
Success Criteria...



Known by teachers first?

Same for all?

Constantly referred to?



Thoughts on any of the above?

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.'

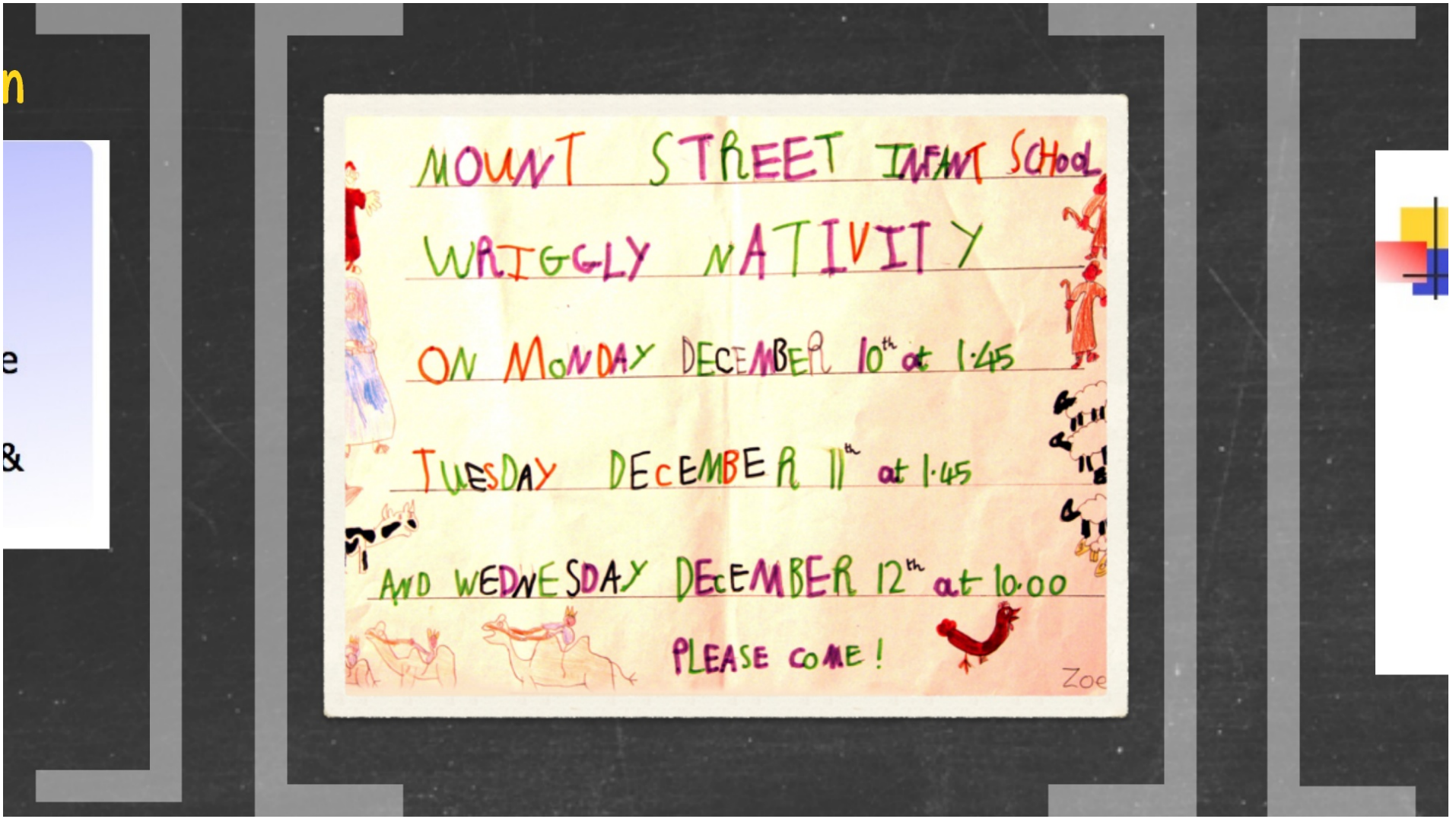


"This is the easiest to read."

Success criteria generated by children

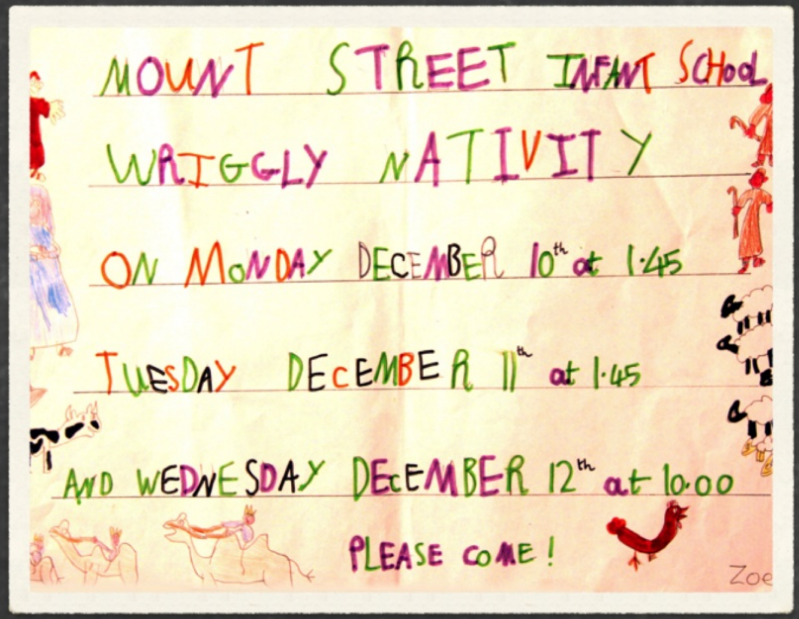
- make all your letters the same size
- use dark colours
- don't use yellow
- put pictures round the edge, not in the middle
- check that you have copied all words & numbers




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




Literacy Selection – PLAY: 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.