

# What Mr. Miyagi Missed:

Creating and Communicating Lesson Intent

## Reflect & Discuss

1. Why is Daniel-san so angry?
2. What could Mr. Miyagi have done to prevent Daniel-san from reaching this point of frustration?
3. As a teacher, what do you see Mr. Miyagi doing well to help Daniel-san's learning success?



**Learning Intention (our over-arching goal):** Understand why backwards designing lessons is important to student learning and gain techniques to do so.

LT: Learning Target = What we are going to learn  
SC: Success Criteria = How we demonstrate success

LT: Understand the importance of backwards design with Learning Intentions and Success Criteria

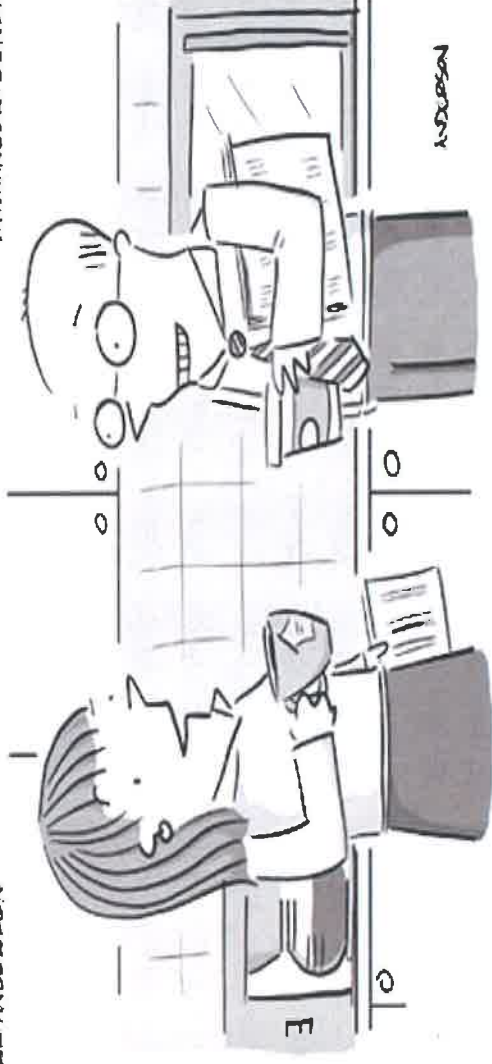
SC: I can discuss with my colleagues and articulate the benefits of backwards design for my students

LT: Build a common understanding of Learning Intentions and Success Criteria

SC: I can define Learning Intention and Success Criteria SC: I can identify strong examples of Learning Intentions and Success Criteria

LT: Understand how to create and communicate Learning Intentions and Success Criteria

SC: I can embed techniques for communicating and making relevant the Learning Intentions and Success Criteria into my lessons



"The kids are much better behaved since I crossed out 'Lesson Plans' and wrote 'Evil Plot' on my planner."

### **Relevance (Why are we learning this?):**

Research shows that students who regularly receive learning intentions and success criteria in the classroom are:

- ✓ More focused for longer periods of time
- ✓ More motivated and active in their learning
- ✓ Better able to take responsibility for their own learning

(from: NCCA National Council for Curriculum and Assessment)

With a partner complete Version #1 of these sentence stems (everyone write on your own paper, but use each other to discuss what you might write; it is okay if you leave some blank; we will be revising these later for Version #2):

### **Version #1**

**1. a. A Learning Intention is....**

**b. A Learning Intention I might use in my class is...**

**2. a. Success Criteria is...**

**b. A technique I might use to make success criteria clear for my students is...**

**3. Backwards Design using Learning Intentions and Success Criteria is important for my students because...**

Go back to sentence stems and revise to Version #2 improving to make more accurate with your new information.

### **Version #2**

**1. a. A Learning Intention is....**

**b. A Learning Intention I might use in my class is...**

**2. a. Success Criteria is...**

**b. A technique I might use to make success criteria clear for my students is...**

**3. Backwards Design using Learning Intentions and Success Criteria is important for my students because...**

# Creating Common Language

## Learning Intentions

- focuses on using **Learning Targets, Learning Objectives, and Learning Goals**
- generated by the standards
- communicated to students
  - posted and discussed in student friendly language
  - students can take ownership of their learning journey.

## Success Criteria

- focuses on how students have learned the targets, objectives, and goals
- visible learning to teachers and students
- evaluative notions of what it means to be successful
- help address deficiencies and provide targeted feedback to achieve more successful results
  - may be “I can” statements
  - may be a more structured rubric usable by both teachers and students
  - may be work samples—both well-done and needing work—to help student internalize what the expected learning looks like.



Annotate by underlining or circling important words and phrases



### Learning Intentions (What you want student to learn):

- focus on using **Learning Targets, Learning Objectives, and Learning Goals**
- Outline desired student learning from the standards, in student friendly language
- Focus on the learning, not the activity: the knowledge, skills, or facts we want student to learn
- Are shared and discussed at the beginning of each lesson or series of lessons
- Provide focus and purpose for intended learning
- Are referred to and visible throughout lesson to focus student learning



Annotate by underlining or circling important words and phrases

### **Dos and Don'ts with Learning Intentions:**

#### **DO**

- student focused (what the student is learning)
- describe outcomes
- measurable
  - **to determine the relationship of inscribed angles to the intercepted arch (geometry)**
  - **to evaluate effective supporting evidence for a claim (English)**
  - **to identify the principles and ideals expressed in America's founding documents (U.S. history)**

#### **Don't**

- teacher focused (what the teacher is doing in lesson)
  - **lecture on finding measurements of inscribed angles**
  - **check evidence**
  - **PowerPoint on The Declaration of Independence**
- describe activities (what gets students to the outcome)
  - **partner work with inscribed angles worksheet**
  - **to look at model essays**
  - **to read and discuss The Declaration of Independence**
- Unmeasurable
  - **Any of the above ☹**

Table competition:

X out the ones that are not effective learning targets for a lesson or a short series of lessons

- ➡ Need to be student focused, describe outcomes, and be measurable

**We will learn...**

**We will explore how...**

**We will understand how/why...**

**We will create...for the purpose of...**

to watch a film	to identify and use phrases and clauses to vary my sentence structure	to effectively serve a tennis ball to my opponent	to understand and demonstrate the finger positions required to play a major scale on my instrument
to interpret a work of art to derive a basic meaning and purpose using inference	to describe the purpose of the U.S. Government	to work on your speech	to classify rocks according to their properties
to identify the main idea of a passage	to have a Socratic Seminar	to add details to a feature article with dialogue and detail	to complete your projects
to predict the geological features that result from plate boundary (subduction zones, divergent margins, and transform margins)	to take a test	to understand and respond to a command in French	to take notes on lecture
to learn about texture and shading	to create a poster project	to identify specific evidence in a text to support my claim	to identify reliable and trustworthy content from the Internet
to apply the product property of exponents to solve problems	to find the perimeter of a polygon	to use the verb presentarse both formally and informally (in Spanish)	to pass back essays and go over the grading

### **Success Criteria (How students show their learning):**

- Indicate specifically how students can show understanding/mastery of the learning intention
- Help students track their own achievement by monitoring their own progress towards success
- Can be teacher/student crafted depending on level of practice
- Can be work samples—both well-done and needing work—to help students internalize what the expected learning looks like
- May be communicated in “I can” statements or a rubric usable by both teachers and students to help address deficiencies and provide targeted feedback to achieve more successful results
- Help teacher create student ownership, responsibility and accountability for learning and classroom behavior/s
- Referring to SC helps focus ‘off-task’ behaviors



Annotate by underlining or circling important words and phrases

### **Activity:**

1. Divide articles A, B, C, D among your group
2. Read the marked areas noting what you find important and helpful
3. Share with your group what you find important or helpful

(note: this is modeling a way to differentiate; if you assigned the articles appropriately to student reading levels, they would all be doing the same skills and gleaming similar information)



# **What Mr. Miyagi Missed:**

## **Creating and Communicating Lesson Intent**

# Articles

# Learning intentions and success criteria

## WHAT IS IT?

**Learning Intentions** are descriptions of what learners should know, understand and be able to do by the end of a learning period or unit. Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. In addition to learning intentions, students may also have individual learning goals that they address in their learning.

**Success criteria** are the measures used to determine whether, and how well, learners have met the learning intentions.



## WHY LEARNING INTENTIONS AND SUCCESS CRITERIA?

- Ensure all students know what they are going to learn and where they are heading
- Provide guidance to teachers on what their chosen teaching and learning activities are seeking to achieve
- Provide the basis for feedback and reduce discrepancies between current student understanding and intended learning
- Assist students and teachers in tracking and assessing student progress
- Help teachers to understand the impact of their teaching and learning activities, and when they may need to adapt or change these
- Help students understand what improved performance looks like

## LEARNING INTENTIONS ARE MOST EFFECTIVE WHEN:

- they provide students with appropriate challenge
- they are matched to teaching and learning activities and assessment tasks
- students share a commitment to achieving them, as they are then more likely to seek feedback
- they are generalisable to allow effective transfer of learnt skills to different contexts

## SUCCESS CRITERIA ARE MOST EFFECTIVE WHEN:

- they are clear and specific to avoid ambiguity. If too general they risk becoming meaningless, providing little guidance to students
- exemplary samples of work are also provided to help clarify and communicate what quality looks like

## PRACTICAL TECHNIQUES:

- **Rubrics** are guidelines for measuring achievement that state the learning intentions with clear performance criteria, a rating scale and a checklist. Ideally, they are relevant to multiple tasks over a unit of learning
- **What A Good One Looks Like (WAGOLL)** is a collection of work samples, usually on a wall inside the classroom, where teachers share exemplary work. Students are encouraged to refer to the WAGOLL while assessing their own or their peers' work.
- **Work samples** can be provided to students at different levels of quality to prompt a discussion on success criteria and strengths and weaknesses of the work
- **A bump it up wall** involves teachers sharing annotated work samples at different levels of quality on the wall in the classroom. The work samples are often rated against rubrics and annotated. Students are asked to review their work against the samples to self-assess their performance and to determine how they might improve the quality of their work before sharing it with the teacher.
- **Student-designed assessment** involves students designing test items for a topic they have learnt with the correct answers. This offers an opportunity for students to clarify, share and understand learning intentions, and provides feedback to teachers on students' understanding

## THINGS TO CONSIDER:

- To avoid simplistic and rigid implementation of learning intentions, it is important to ensure that they are referenced throughout the lesson and not shared only at the beginning of lessons
- In lessons where students are expected to come up with different answers and apply different strategies, it might be more valuable not to share learning intentions as there can be a range of equally acceptable goals, rather than a single goal for the whole class

## WHERE CAN I FIND OUT MORE?

Feedback case studies – Australian Institute for Teaching and School Leadership  
 Classroom assessment: Minute by Minute, Day to Day – Educational Leadership  
 Shared clarity about learning intentions – Victorian Curriculum and Assessment Authority  
 Assessment for learning – Curriculum Corporation  
 Leahy, S & William, D, 2015, *Embedding Formative Assessment: practical techniques for K-12 classrooms*, Hawker Brownlow Education





# John Hattie: Learning intentions and success criteria

 John Hattie explains the importance of sharing learning intentions.

The basic premise is that the students have the same idea as their teacher what is going on in the classroom, and what they should be learning as a result of doing. Many students are not going to know this unless it is clearly signposted - learning intentions (or objectives), and learning outcomes (or success criteria) provide this direction.

You could try several different ways to share and even co-construct success criteria with students for maximum impact:

1. Doing it wrong so the students correct you, or not completing them, so that they do.
2. Show a finished product, so that they can see what a good one looks like
3. A comparison of two products is even better as it gives an indication of quality (why is this one better than that one?).
4. Sloppy success criteria giving rise to incorrect methods or work. The students then decide together how to make the success criteria better.
5. Retrospective creation of success criteria is useful when the product or process is so big it's not immediately obvious what went into it. This is especially useful in breaking down aspects of enquiry.
6. Revisiting existing success criteria, to see if you can make it better.

**Active Learning Through Formative Assessment (Clarke, S. 2008) gives a great description of how you can use learning intentions and success criteria**

John Hattie Learning Intentions ...





## What are learning intentions and success criteria?

### What are learning intentions?

A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities. Clear learning intentions should help students focus not just on the task or activity taking place but on what they are learning. Learning intentions are always linked to one or more learning outcomes in the specification.

### What are success criteria?

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

### Why should I use learning intentions and success criteria?

Despite building learning intentions into our planning documents, we are not always good at sharing learning intentions and success criteria with our students. At the same time, we want our students to be self-motivated and have a sense of purpose.

So...why would we want to keep the learning intentions a **secret** from our students?

## The value of learning intentions and success criteria

Research shows that students who regularly receive this information in the classroom are

- more focused for longer periods of time
- more motivated and active in their learning
- better able to take responsibility for their own learning.



### So it is really important that we share learning intentions with our students!

To give our students the tools they need to take more responsibility for their own learning and achieve greater learning independence, we need to communicate to them

- what they are going to learn
- why they should learn it in the first place
- how they will recognise when they have succeeded.

### Can we be clear about the terminology?

The use of learning intentions is not new. Teachers also use the term 'learning objectives' or 'learning aims' to share the learning with their students. The term 'learning intentions' is used within these materials because it puts greater emphasis on the **process** of learning rather than the end product. The use of the term 'learning intentions' is also used in other NCCA publications, including the NCCA Guidelines for Primary Schools – Assessment in the Primary School Curriculum.



### Will this support the development of Key Skills?

When teachers share with students what they will be learning (the learning intention) and what they are looking for in their students' work (success criteria) this supports students in developing the skill of managing themselves. They will also develop other key skills such as communicating (as they give and receive feedback) and the skill of staying well as they become more confident and positive about their learning.

*The importance of communication*

[Download the key skills framework for more detail.](#)

From NCCA -  
National Council for  
Curriculum and Assessment



# Spark Motivation in Your Students with Success Criteria



Marine Freibrun

March 05, 2019

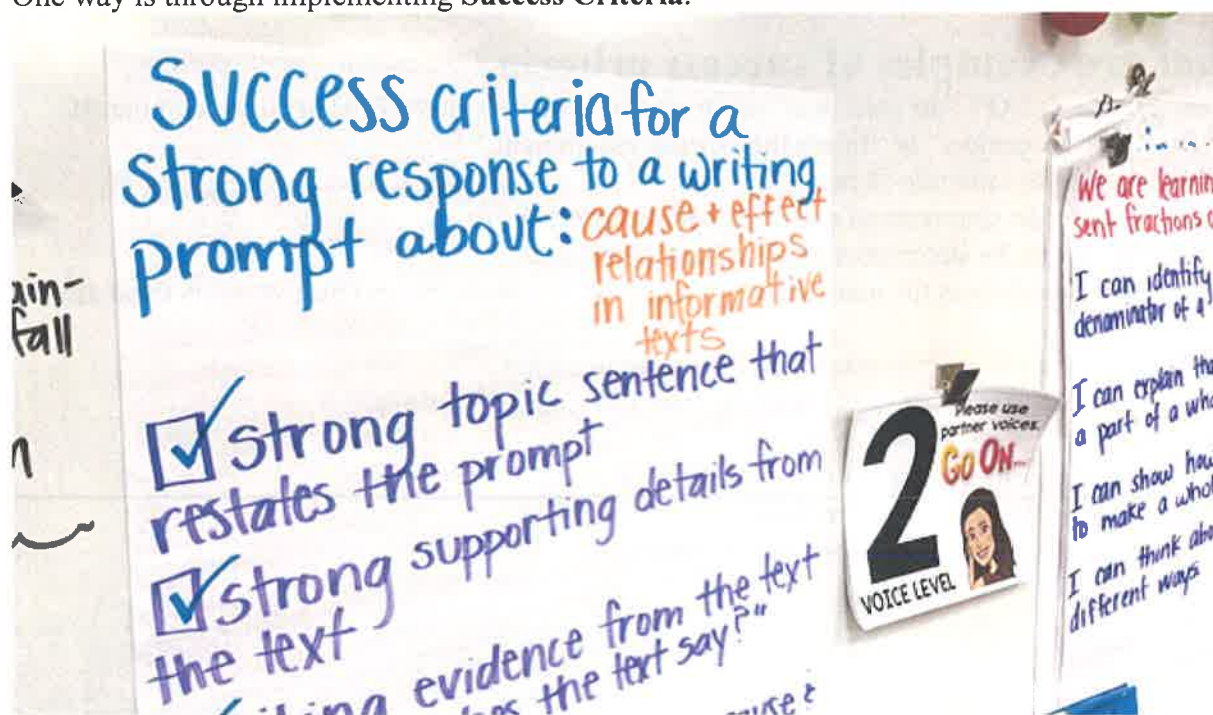
Think about a time when you were learning something. Did you know where you were going in the learning progression? Did you understand the outcome?

Nancy Frey, Douglas Fisher, Olivia Amador, and Joseph Assof (2018), authors of *The Teacher Clarity Playbook*, compare learning and outcomes to a pilot flying a plane.

"Imagine getting into an airplane that was being flown by a pilot who didn't know where he or she was headed. Rather, a control tower would contact her at some unspecified time in the future to let her know she had arrived, or worse, that she missed the mark entirely. That is a completely irrational way to fly a plane" (p. 20).

Students are flying their own "learning plane." If we know they know where they are headed, learning would be much more successful and efficient. If students know the outcome of the learning, know what the goals of the learning are, and are able to communicate how they'll get there, then they have taken ownership of their learning. But the question is, how do we as teachers help our students get there? (p. 20)

One way is through implementing **Success Criteria**.





## What is success criteria?

To start, we need to think about *teacher clarity*. A major part of teacher clarity is understanding what students need to learn and identifying how they'll know that they learned it (p. xv). To do this we need to analyze standards, plan meaningful instruction and assessments with impact, and clarify expectations (p.xv). Success criteria helps students know what success looks like. When students know this, they are more likely to plan and predict, set goals, and acquire a stronger sense of how to judge their own progress (p.xvi).

Success criteria really provides students with an opportunity to assess their own learning. Think of it as an assessment *as* learning. Assessment *as* learning occurs when students personally monitor what they're learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. Fisher et. al explain that "success criteria let students in on the secret that has been too often kept from them — **what the destination looks like**" (p. 20). Part of success criteria are the learning intentions (or objectives) that are communicated to students, which is an end result of careful planning. The success criteria provide a mean for students and teachers to gauge progress toward learning. **Success criteria makes learning visible to the teacher and the student** (p.20).

Volume 90%

### Targeting Learning with Success Criteria

## Why is success criteria effective?

Success criteria have been shown to increase students' internal motivation. It provides students with clear, specific, and attainable goals that can spark motivation. Even in some of the most reluctant learners (p.20). The more explicitly and precisely they can see the goal, the more motivated they will likely be to meet that goal. The authors of the *The Teacher Clarity Playbook* explain that, "internal motivation to succeed is one of the most important things your students can learn" (p. 20).

## What are examples of success criteria?

Success criteria is NOT "do your best" or "try hard" and they are NOT tasks to be completed, like "finish the art project" or "finish the writing assignment."

Success criteria does include "I can" statements that focus on future success levels.

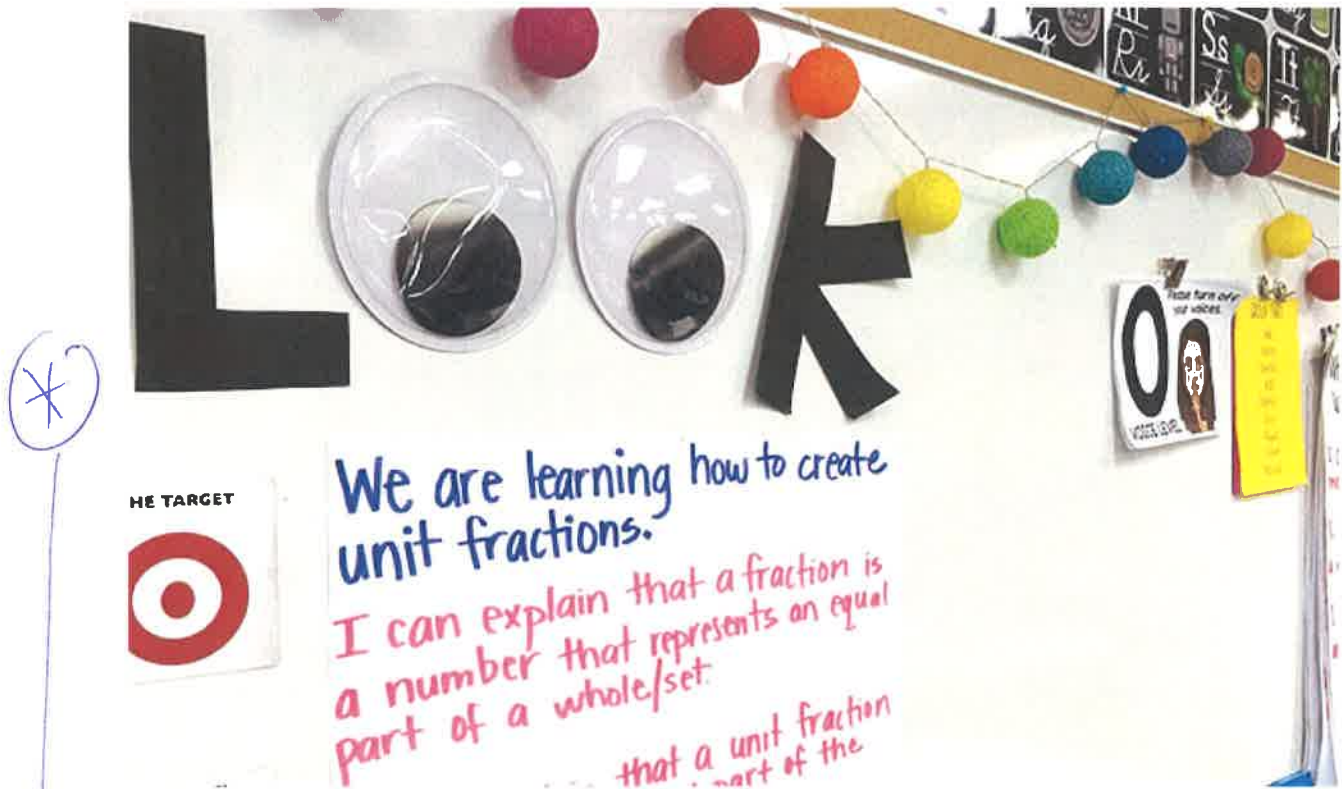
- Ex. I can use correct grammar so my reader can read my writing.
- Success criteria can be statements of what has been learned.
- Ex. My response explains the main idea and has evidence from the text that supports the main idea.

There can be multiple success criteria per learning intention.

Ex. Learning Intention: I am learning how to compare fractions.

Success criteria:

- I can identify the numerator and denominator.
- I can draw a model to represent fractions.
- I can use inequality symbols to compare fractions.



Success criteria can also include rubrics or teacher/student co-constructed rubrics. The rubrics need to be written with descriptive and strong language so students can monitor their own learning.

There are multiple ways to create and implement success criteria. Stay tuned for the next blog post to find out how to create success criteria for your students!

*The Teacher Clarity Playbook, A Hands on Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction*

By Douglas Fisher, Nancy Frey, Olivia Amador, Joseph Assof

Based on the research by John Hattie and his meta analysis of the most influential factors on student achievement, strategies emphasizing success criteria and feedback based on success criteria were both proven to be moderately high leverage practices leading to better academic performance.

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from: <https://www.teachingchannel.org/tch/blog/spark-motivation-your-students-success-criteria>

## Continued Practice

With your subject-alike groups at future PDDs, please:

- Refer back to the tools:
  - Essential Elements of Planning Cycle
  - Backwards Design Template
  - Scaffolding Complex Learning Targets
- Reflect on how to communicate with your students the overarching Learning Intentions and Success Criteria for Summative Assessments
- Determine and scaffold Learning Targets and Success Criteria for Lesson goals (how will you determine Indicators of success in your formative assessments?)
- Decide how to best communicate these Learning Targets and Success Criteria to students



## Thank you!

Contact information for more resources and support:

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**What Mr. Miyagi Missed:**  
**Creating and Communicating Lesson Intent**

**RESOURCES**



1. What is the big picture--the overarching goals I have for student learning with the Unit? (Essential Standards and Essential Question)
2. *How will I communicate these goals to students so that they understand what they need to learn/understand/demonstrate and why it is important?* (Student Friendly Learning Intention for the Unit)

Identify key understandings, knowledge and skills from the standards

Use student achievement data, Summative Assessments, student feedback and teacher feedback to reflect and revise to improve future instruction

Use Formative Assessment data and checking for student understanding to inform ongoing lesson planning using Research Supported Best Practices through to the end of the unit

Plan ahead appropriately using the LUHSD Research Supported Best Practices to design a sequence of learning, integrating Formative/Summative Assessment strategies

3. How will I know if the students have reached these goals at the end of the Unit? (Summative Assessment) *How will I communicate with students what this looks like?* (Success Criteria)

4. How will I break down these overarching goals into manageable parts in my lesson or series of lessons to make them achievable for students? (breaking down the standards)  
5. *How can I communicate this to students?* (Learning Target for lesson or series of lessons)

Design purposeful, common summative assessment tasks explicitly linked to the key knowledge, skills and understandings

Anticipate and identify formative assessment tasks linked to the key understandings, knowledge and skills needed to achieve the standards

6. How will I track student progress toward the goals during the unit (Formative Assessment)?  
7. *What will I be looking for as indicators of success in that formative assessment and how will I communicate this to students?* (Success Criteria)

## LUHSD Cycle of Planning for Learning



# LUHSD Essential Elements of Planning: The Beginnings of Backwards Design Template

**Big-picture:** Identify key understands, knowledge, and skills from the standards **for the Unit**

What overarching goals do I have for student learning **in the Unit**? (Essential Standards and Essential Question)

*How will I communicate these goals to students so that they understand **what they need to learn/understand/ demonstrate and why it is important**? (Student Friendly Learning Intentions **for the Unit**) "We will learn...We will explore how...We will understand how/why... We will create for the purpose of..."*

Design purposeful, common summative assessment tasks explicitly linked to the key knowledge, skills and understandings:

## **Summative Assessment**

How will I know if the students have reached these goals at the **end of the Unit**?

## **Success Criteria**

*How will I communicate with students **what success on this end-of-unit summative assessment looks like** (rubric, work samples at different levels, WAGOLL, explanations, student designed etc.)?*

Anticipate and identify formative assessment tasks linked to the key understandings, knowledge and skills needed to achieve standard within **my lesson or short series of lessons**

**Learning Targets:** We will learn...We will explore how...We will understand how/why... We will create for the purpose of...

How will I **break down** these overarching goals into manageable parts **for my lesson** or series of lessons to make them achievable for students and **how can I communicate this to students**?

**Success Criteria:** Students can demonstrate that they've successfully learned this by...

How will I track student progress toward the goals during the unit (**formative assessment**)? What will I be looking for as **indicators of success** in that **lesson's formative assessment** and **how will you communicate this to students** ("I can explain..." "I can teach..." "I can show..." "I have learned..." "I can discuss why...")?

## Scaffolding Complex Learning Targets

You can use the following process to scaffold complex learning targets:

Complex Target or Standard as Written in the Lesson:	
1. Decide what <b>key vocabulary, concept words, and other academic words</b> in the target may require additional processing for all students/struggling students.	Key complex terms that may require processing/explanation:
2. Sift through the lesson for all of the student tasks that clearly connect to the learning target.	Tasks within the lesson that assess the target:
3. Note words/phrases within the lesson that help clarify the meaning of the complex terms in the target.	Clarifying language provided in lesson tasks:
4. Note the hinge points of the lesson (e.g. they need to know a, b, c to be able to do d). Is there a clear scaffold of knowledge and skills?	Note hinge points of the lesson:
5. Note potential struggle points for students within the lesson.	Potential struggle points for students:
Based on the process above modify the complex target to scaffold it appropriately for your students:	