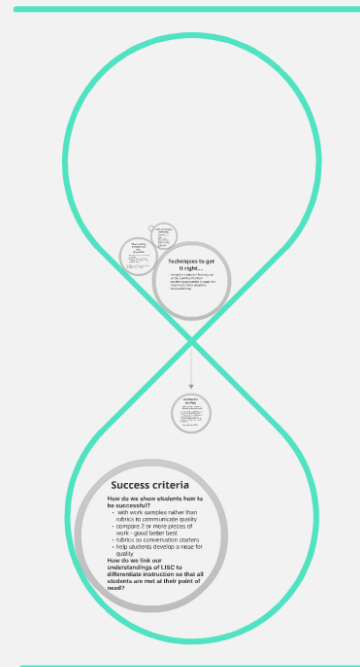


Clarifying, sharing and understanding learning intentions and success criteria



*This is what LISC can look like in our classrooms
BUT what is research telling us it should look like?*



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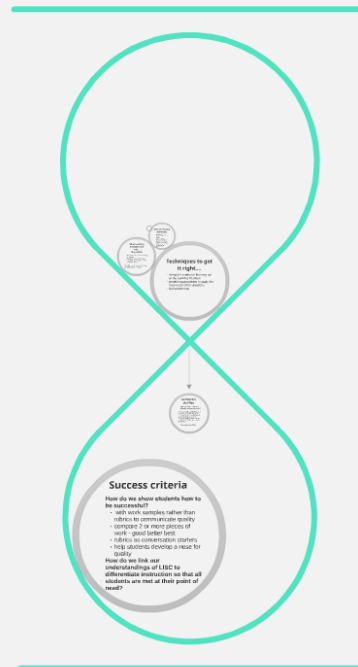
What are learning intentions?

- Step # 1 of formative assessment
- makes learning, make sense
- what we will be learning, rather than what we will be doing
- teacher is clear about what is being learned i.e. the learning progression

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What Learning Intentions are not... the pitfalls

- The focus can be on completing an activity
- Students may be uninspired
- LI may be too prescriptive and *spoil* the journey

"It's what we copy into our books at the beginning of the lesson".

sense

- what we will learn, rather than what we will be taught
- teacher is clear about what is being intended i.e. the learning progression

what we will be doing
• teacher is clear about
what is being learned
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Learning
intentions are
not...
pitfalls

• be on completing

• be uninspired
prescriptive and
key

• "put into our books at
the lesson".

Techniques to get it right....

- Keep the context of learning out of the learning intention
- provide opportunities to apply the learning to other situations
- backward map

confused v clarified

- **Think-pair-share - which of these are learning intentions?**

1. We are learning to know ways of controlling floods in Bangladesh.
2. We are learning to complete all questions on pages 23 to 25.
3. We are learning to use science equipment to carry out purposeful experiments.

Chat and sort activity

Success criteria

How do we show students how to be successful?

- with work samples rather than rubrics to communicate quality
- compare 2 or more pieces of work - good better best
- rubrics as conversation starters
- help students develop a nose for quality

How do we link our understandings of LISC to differentiate instruction so that all students are met at their point of need?