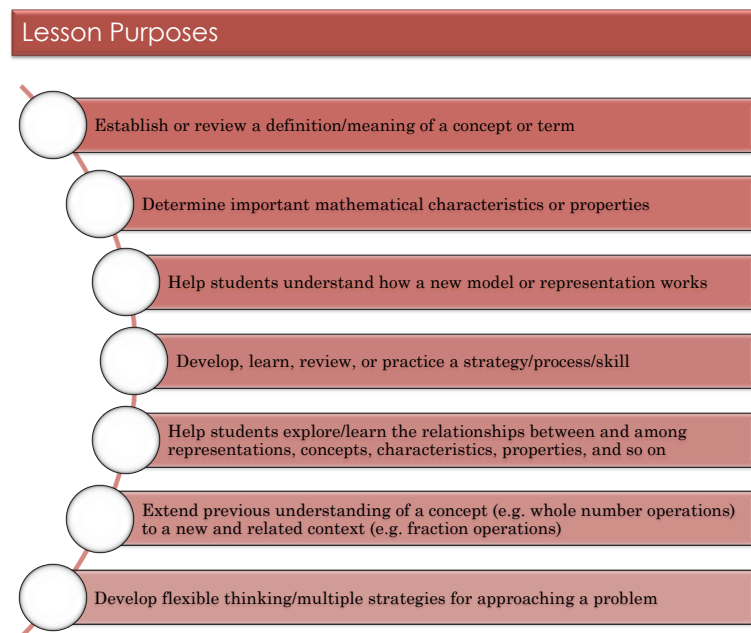


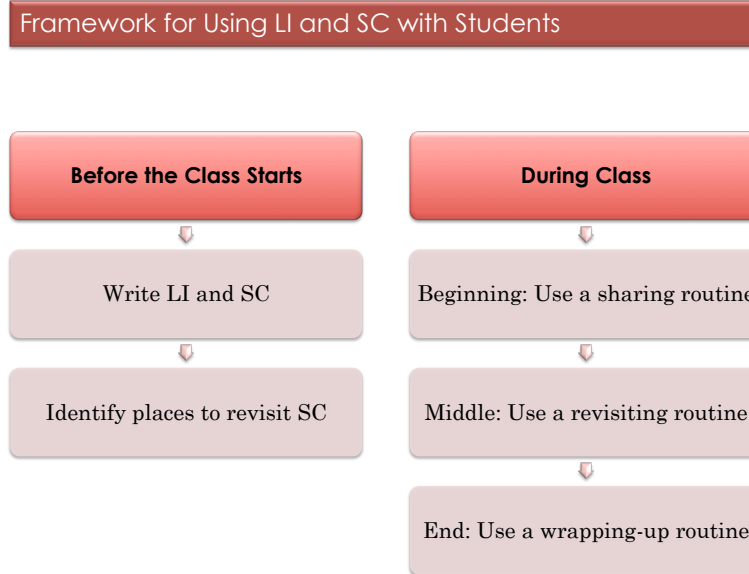
| Key Characteristics | |
|--|--|
| Learning Intentions | Focus on the learning, not the activities. |
| | Focus the lesson on the highest-priority learning for that lesson. |
| Success Criteria | Describe examples of something a student will be able to say, do, or produce if the learning is on track toward reaching the learning intention. Focus on evidence that students can tangibly demonstrate. |
| | Collectively provide enough evidence to make both students and teacher confident that students have reached the learning intention. |
| Learning Intentions and Success Criteria | Aligned to each other. |
| | Written to be understandable by students. |

| Learning Intention “Starters” | |
|-------------------------------|--|
| Starter | Example |
| I will understand | <ul style="list-style-type: none"> ... the difference between factors and multiples |
| I will understand <u>that</u> | <ul style="list-style-type: none"> ... operations have properties that can be used to help rewrite expressions |
| I will understand <u>how</u> | <ul style="list-style-type: none"> ... a table and a graph can be used to represent the same data |
| I will understand <u>why</u> | <ul style="list-style-type: none"> ... a multiplication algorithm works |
| Alternatives | Example |
| “Today, we will learn...” | <ul style="list-style-type: none"> Today, we will learn how surface area is related to area. |
| Frame as a question | <ul style="list-style-type: none"> Why does adding or subtracting fractions mean that you need to find common denominators? |
| State the intended learning | <ul style="list-style-type: none"> Ratios can compare part to parts or parts to the whole. |

| Success Criteria “Starters” (sample) | |
|--------------------------------------|--|
| Starter | Example |
| I can identify | <ul style="list-style-type: none"> ... examples of rational and irrational numbers |
| I can [math verb] | <ul style="list-style-type: none"> ... graph ordered pairs on a coordinate plane |
| I can choose | <ul style="list-style-type: none"> ... the correct fraction for converting measurement units |
| I can determine | <ul style="list-style-type: none"> ... which nets can create a cube |
| I can compare | <ul style="list-style-type: none"> ... methods for multiplying multidigit numbers |
| I can evaluate | <ul style="list-style-type: none"> ... an expression for a given value of the variable |
| I can place | <ul style="list-style-type: none"> ... polygons into categories and subcategories based on their attributes |
| I can describe | <ul style="list-style-type: none"> ... why the mean is or is not a good measure for a typical value in a given data set |
| I can explain | <ul style="list-style-type: none"> ... how division relates to equal shares or equal grouping |
| I can justify | <ul style="list-style-type: none"> ... my strategy for writing an equation for a story problem |



| Guidelines for Writing LI and SC | |
|---|---|
| <ul style="list-style-type: none"> The learning intention focuses on the learning, not the activities. The learning intention focuses the lesson on the highest priority learning for that lesson. | <p>a) Is the LI focused on the important mathematics of the lesson?</p> <p>b) Does the LI make clear what the central focus is for the lesson?</p> |
| <ul style="list-style-type: none"> The success criteria describe examples of something a student will be able to say, do, or produce if the learning is on track toward reaching the learning intention. They are tangible and observable. The success criteria collectively provide enough evidence to make both students and teacher confident that students have reached the learning intention. | <p>c) Is each of the SC something you can use as tangible evidence (can review, hear, see, etc)?</p> <p>d) Does at least one of the SC describe something students can do correctly? (“Procedural” SC)</p> <p>e) Does at least one of the SC describe something students can explain or describe accurately? (“Conceptual” SC)</p> <p>f) Do the SC, as a collection, describe what students should be able to do or say to show they have reached the LI?</p> |
| <ul style="list-style-type: none"> The LI and the SC are aligned to each other. Both the LI and SC are written to be understandable by students. | <p>g) Do the SC provide evidence of the understanding described in the LI (do they match up well)?</p> <p>h) Do the LI and SC include terminology that students already know or will learn as a result of the lesson activities?</p> |



- ### Recommendations for Learning Intentions and Success Criteria
1. Consider the mathematical understanding you want students to gain as a result of being able to perform certain procedures.

 2. Focus on the highest priority learning for students to attain—or to make progress toward—during the lesson.

 3. Keep your learning intention manageable. Narrow your focus to something that is attainable within a lesson or just a few lessons (understanding that a lesson may span more than one class period).

 4. State the success criteria in terms of things that students can say, do, or produce, so that you and they can observe the evidence that learning is taking place.

 5. Decide what would constitute sufficient evidence—to you and to students—to indicate that students’ learning was progressing toward the learning intention. Two or three success criteria are often enough.

 6. Align your success criteria to the learning intention so that the success criteria do in fact provide evidence of your stated learning intention and not some other learning.

 7. Write the learning intention and success criteria in language that is understandable to your students. If you need to introduce mathematical academic language, spend some time with your students clarifying what that language means.