

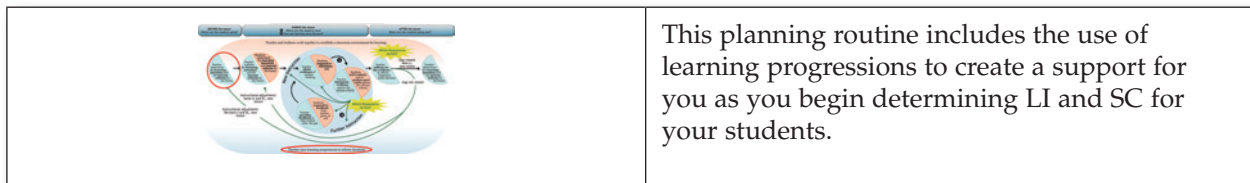
Planning Guideline

Guidelines for Writing LI and SC

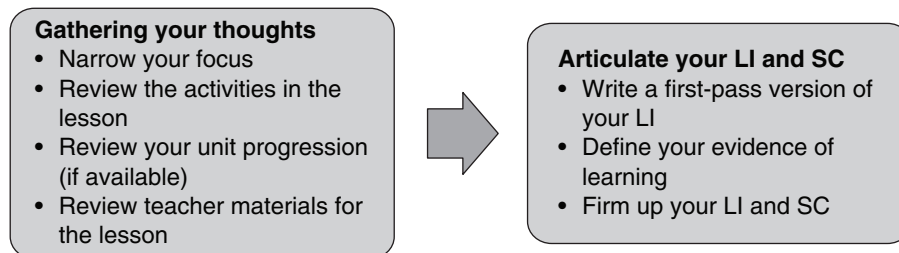
■ OVERVIEW

This routine describes a way for teachers to articulate learning intentions (LI) and success criteria (SC) for a lesson. It is best used when a teacher has access to, or has generated, a unit-level mathematics learning progression as a basis for outlining a unit of study for students but can be used without such a unit progression.

Where the Guideline Fits in the Formative Assessment (FA) Cycle



Snapshot



■ STEPS TO THE PROCESS

Gathering Your Thoughts/Clarifying for Yourself What Your Focus Will Be

1. Narrow your focus

Begin by narrowing down the mathematics topic to one math content standard, one unit-level mathematical idea (see the resource “Building a Unit Progression” for support), or one area of difficulty identified from diagnostic assessment data. Note: Your topic will also be related to or aligned to other standards as well, but choose one as the main focus.

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If you are starting from a math content standard that may broadly address a collection of related mathematics ideas, try to tease apart the various ideas that are part of meeting this standard, so that your LI can focus more specifically on one of them at a time.

Ask yourself: What concepts and skills are part of

- meeting this (content standard),
- defining this unit-level math idea, or
- addressing the data from this diagnostic assessment?

2. Review the activities in the lesson

Review the activities in the lesson to determine how they are designed to build an understanding of mathematical ideas.

Ask yourself: What will students do during this lesson?

3. Review your unit progression (if available)

Review the big ideas and subideas in the unit progression that are related to your lesson idea.

Ask yourself: Where does my lesson idea fit in the unit progression? What understandings and concepts are important for students to have to be successful with this lesson?

4. Review teacher materials for the lesson

Review the information in the teacher resources for the lesson to get a better picture of how this lesson aligns to the unit big ideas and subideas.

Ask yourself: What other information from the teacher guide will help me determine the key math skills resulting from this lesson? What other information from the teacher guide will help me determine the key understandings that students will develop from this lesson?

Articulate Your Learning Intention and Success Criteria

5. Write a first-pass version of your learning intention

Figure out the central understanding that you want students to gain during the lesson, and write that as a statement of a core mathematical idea. Do not worry about writing this in student language at this point—just get the idea down.

6. Define your evidence of learning

Think about your evidence of learning both in terms of (1) skills students can demonstrate, and (2) ideas or concepts that students can explain or describe. Complete for yourself these sentences (or something very similar):

If students' learning is on track, they will be able to DO _____ during the lesson.
 If students' learning is on track, they will be able to EXPLAIN/JUSTIFY _____ during the lesson.

These will define your success criteria. Keep in mind that these success criteria do not need to provide a checklist of all the things students will be able to do during the lesson to complete the lesson! Choose the most important or most convincing one or two things that students might do that you feel would provide sufficient evidence that their learning was on track toward meeting the learning intention.

You may want to refer to the Example Learning Intentions and Success Criteria.

7. Firm up your learning intention and success criteria

Use the LI and SC Guidelines (see the following page) to self-assess your LI and SC and make changes as needed. In Guideline 6, as you think about writing these in student friendly language, you may want to refer to the LI-starters and SC-starters and to the characteristics of LI and SC.

■ GUIDELINES FOR WRITING LEARNING INTENTIONS (LI) AND SUCCESS CRITERIA (SC)

Characteristic of Learning Intentions and Success Criteria	Related Questions to Ask
<ol style="list-style-type: none"> 1. The learning intention focuses on the learning, not the activities. 2. The learning intention focuses the lesson on the highest priority learning for that lesson. 	<ol style="list-style-type: none"> a. Is the learning intention focused on the important mathematics of the lesson? b. Does the learning intention make clear what the central focus is for the lesson?
<ol style="list-style-type: none"> 3. 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. 4. The success criteria collectively provide enough evidence to make both students and teacher confident that students have reached the learning intention. 	<ol style="list-style-type: none"> c. Is each of the success criteria something you can use as tangible evidence (can review, hear, see, etc.)? d. Does at least one of the success criteria describe something students can do correctly? ("Procedural" SC) e. Does at least one of the success criteria describe something students can explain or describe accurately? ("Conceptual" SC) f. Do the success criteria, as a collection, describe what students should be able to do or say to show they have met the learning intention?
<ol style="list-style-type: none"> 5. The learning intention and the success criteria are aligned to each other. 6. Both the learning intention and success criteria are written to be understandable by students. 	<ol style="list-style-type: none"> g. Do the SC provide evidence of the understanding described in the LI (do they match up well)? h. Do the LI and SC include terminology that students already know or will learn as a result of the lesson activities?

