

Learning Intentions

Teacher Practices Learning Intentions	Beginning B	Progressing P	Consistent C	Next Steps
Learning intentions are visible and usable for students.				
Learning intentions are discussed at the beginning, middle, and end of the lesson.				
Students are given time to reflect on, ask questions about, and discuss the learning intentions.				
Connections are made to the learning intentions while students are engaged in the learning.				
Students are asked to monitor their progress using the learning intentions.				
Learning intentions are directly connected to the standard(s).				

Success Criteria

Teacher Practices Success Criteria	Beginning B	Progressing P	Consistent C	Next Steps
Success criteria are visible and usable for students.				
Success criteria are shared and clarified with students before, during, and after learning.				
Success criteria communicate: <i>I will know I have learned it when I can . . . with specific parts or steps needed for success.</i>				
Success criteria include worked examples, exemplars, or models for clarity.				
Students are asked to use the success criteria to self-assess learning progress.				
Students are asked to provide feedback to peers using success criteria.				
Success criteria are used to provide feedback to students.				
Each criterion for success moves the students incrementally closer to the learning intention.				

Source: Lassiter et al. (2022).

Relevance

Teacher Practices Relevance	Beginning B	Progressing P	Consistent C	Next Steps
There is a consideration of the relevance connection for the lesson prior to instruction.				
Relevance statements are closely connected to students and not to a distant goal.				
Providing the relevance statement supports students moving from declarative to procedural and conditional knowledge.				
Relevance statements allow students to make a personal association (a connection to an object or memory).				
Relevance statements promote the belief that a task or text will help students reach a personal goal.				
Relevance is provided so students recognize that the task or text is aligned with their identity and their ability to impact others.				