

## Module 4

### Suggested Answers

For your first task in the Guided Practice section, consider the possible success criteria generated during a brainstorming session with teachers. Some of these are more appropriate than others. Which of them would be most appropriate? Which would not be as appropriate for the learning intention?

LEARNING INTENTION	SUCCESS CRITERIA	APPROPRIATE OR NOT
I am learning how to identify reliable and trustworthy content from the Internet.	I can use the "about" information to identify authority information.	Appropriate
	I can identify the date the information was published.	Not
	I can rate the accuracy of the information.	Appropriate
	I can use the domain name to identify credible sources (e.g., .com versus .edu or .gov).	Appropriate
	I can identify if the information is relevant to the research.	Not
I am learning how to recognize plants as the primary source of matter and energy entering most food chains.	I can compare plant and animal cells, noting differences in their structures.	Not
	I can define <i>source of matter and energy</i> as they related to food chains.	Appropriate
	I can analyze a food chain from a given biome and identify the role that plants play.	Appropriate
	I can identify producers and consumers in a food chain.	Appropriate
	I can name common plants that are included in the human food chain.	Appropriate (maybe)
I am learning how to demonstrate and explain how responses to music are informed by the context (such as social and cultural).	I can define the various ways people respond to music.	Appropriate
	I can explore the context of a given piece of music, including social, historical, and cultural influences.	Not
	I can identify personal preferences in music as informed by your own culture.	Appropriate
	I can describe the impact of context on audience reception of a given piece of music.	Appropriate
	I can explain how social and cultural influences shape popular music across time.	Not

For the second task, craft success criteria for each of the following learning intentions.

LEARNING INTENTION	SUCCESS CRITERIA
I am learning how to identify the impact of water pollution on the environment.	I can define types of water pollution.
	I can describe the effects of water pollution on water itself.
	I can describe the effects of water pollution on ecosystems.
I am learning how to describe how artists use tints and shades in painting.	I can describe how artists use tints and shades of color to express mood.
	I can describe how artists use tints and shades to portray dimension (depth and distance).
	I can describe how artists use tints and shades to illustrate motion.
I am learning how to partition shapes into parts with equal areas.	I can cut shapes and their partitions in half.
	I can cut shapes and their partitions into thirds.
	I can cut shapes and their partitions into fifths.
I am learning how to ask questions about unknown words in a text.	I can identify and note unknown words in a text.
	I can communicate the location of unknown words in a text to others.

Retrieved from the companion website for *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, and Joseph Assaf. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.