

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?

