Images of Posted Learning Intentions and Success Criteria

There are a number of different ways to communicate to students the learning intention and success criteria for a lesson. Some approaches and examples from the classroom are provided below.

Charts, Posters, and Other Large Visuals

Charts and posters provide a large, readable format and can be centrally located to establish a focus for you and your students. Some examples are shown below.

Using flip chart paper, this teacher makes her learning intentions and success criteria prominent and accessible to students. By centrally locating the easel, she is able to refer to them often throughout a lesson and to support students in learning to do the same.

With two sections each of three different math classes, this teacher needs to easily and quickly access the learning intentions and success criteria for a particular class. By creating three posters on the flip chart, he can easily turn to the one he needs.

Even though creating a handwritten poster is fairly easy to do, many teachers discovered they were rewriting the same labels over and over again. In addition, they wanted to cut back on expensive chart paper. To save time and highlight the structure of their postings, many teachers have created permanent labels so they can change the learning intention and success criteria from lesson to lesson without having to completely rewrite all of the labels. Three examples are shown below.

This teacher devoted a section of whiteboard to her learning target and success criteria. She created permanent labels and could easily type up, print out, and post the learning targets and success criteria by lesson or section.

This teacher’s district has requirements that objectives and an agenda are posted each day. She has dedicated a section of her whiteboard for posting this key information for students. Her learning intention and success criteria are in the far left objectives column. Since she teaches multiple sections, she can create rows of this chart when objectives, agenda, or homework varies. This design, while requiring a little upfront effort to set up, is fairly easy to maintain from lesson to lesson and class to class.

This teacher’s creative use of a sentence strip pocket chart enables her to change the learning intentions and success criteria simply by replacing the pink and yellow strips. She is able to leave the yellow LI and SC labels intact from lesson to lesson. Notice that next to the pocket chart she has created an area of red, yellow, and green and gives each of her students a small paper owl to locate in this area as a self-assessment of progress toward the learning intention.
Alternative Methods

In some contexts, posting learning intentions and success criteria on easels, whiteboards, blackboards, smart boards, and such is not feasible. For teachers who share classrooms or teach multiple sections of different classes, this approach can take up much needed board space and can be complicated to manage. Alternative approaches for sharing the learning intention and success criteria in smaller-sized ways are described and shown below:

1. **Include the learning intention and success criteria on lesson handouts**

   This approach gives students easy access to this information while they are working on the tasks of the lesson. Variations of this approach include having students copy the learning intention and success criteria from a slide into their notes or math journal or providing sticker mailing labels of the learning intention and success criteria for students to affix to their notebook page. A challenge of these approaches is that teachers do not have the physical reminder to revisit the success criteria that a stationery posting provides.

   ![This teacher inserts duplicate slides into his presentation to draw attention to the learning intention and success criteria at key points. Because he has also provided this information on the handout, his students still have these available to them when he advances the slide.]

2. **Create flipbooks of learning intentions and success criteria using cardstock paper bound with rings that can be placed on tables or desk groups.**

   Teachers can have learning intentions and success criteria for varied classes. This approach makes the relevant learning intention and success criteria accessible to students and portable for teachers. This approach works well for teachers who need multiple learning intentions or success criteria during a day or who move classrooms.