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| **Teacher Clarity - How To** | |
| **Standard** | |
| **Concepts (Nouns)**  Represent what a student needs to know.   * declarative knowledge - factual information * procedural knowledge - application & information * conditional knowledge - when the information should be used | **Skills (Verbs)**  Speak to the skills students must acquire in order to make the concepts, and content, useful. |
| **Learning Progressions (Unpacking the standard)**  A sequence of learning progressions frames the planning needed for students to reliably learn. They articulate a pathway to proficiency.   * What underlying prior knowledge must students possess? * How might the concepts and skills within this standard be sequenced in a logical way? * Does the learning progression scaffold and build learners’ thinking as they progress toward proficiency and mastery of specific concepts and skills? | |
| **Learning Intentions (I am learning to...)** | **Success Criteria (I know I’m successful when...)** |
| Learning Intentions (targets, instructional outcome) describe ***what*** it is we want our students to learn. They represent the “destination” of where we are going.   * expand the learning progressions into daily statements * derived from the academic content standard * broad statement of intended learning without specifics * grade-appropriate, student friendly language while retaining the rigor and intent of the standard * Includes key terms and vocabulary * No references to specific context * Includes the “why” | Success Criteria are the specifics of ***how*** students will achieve the learning intentions. They provide the detailed “map” of how we are going.   * are linked to the learning intention * written in language that learners understand * focus on learning and not on tasks or behavior * provide a scaffold and focus for learners * are used as the basis for individual student monitoring of their learning, teacher feedback, and peer feedback * available and visible throughout a lesson so that learners can interact with them and teachers can reference them freely * are supported, where appropriate, by exemplars or work samples which make their meaning clear * established using “I can” statements, rubrics, student work exemplars, modeling/demonstration |