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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?
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| **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
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