



# Junior Cluster Meeting

Tuesday September 20th

# Agenda Items

- Why do we need success criteria? (Butterfly task)
- Evidence of Learning – identifying success criteria & evidence collection. (videos)
- Discussion Points: making it meaningful and manageable
- Teacher Surveys "Where are we at?"
- Teacher resource: point of reference
- Where to next? – Term 4
- Celebrating our achievements – Term 3 successes



# Butterfly Picture

Draw a butterfly



# ASSESSMENT Criteria...

*Score yourself a point if you have included the following assessment components:*

- Your butterfly is yellow
- Your butterfly's wings are divided into 4 sections
- Each section of the wings has a love heart
- You have included antennae
- Your name is on the page
- The date is on the page
- You have given your masterpiece a title
- Bonus Point : You have used added flower in your picture

# Evidence of Learning

## Success Criteria



How do I know  
I've learnt it?

**I can ...**

# Evidence of Learning

## Identifying success criteria:

The teacher *collaborates with students* to design summative assessments that relate directly to the lesson's established learning intentions and permit students the opportunity to demonstrate their understanding in order to foster long-term transfer.

## Designing evidence-collection opportunities:

The teacher has a clear plan for consistently collecting evidence of student understanding related to established learning intentions.

# Identifying Success Criteria

Some samples to consider...

<https://www.teachingchannel.org/videos/criteria-for-success>

[https://www.youtube.com/watch?v=DGNpOAJte\\_c](https://www.youtube.com/watch?v=DGNpOAJte_c)

[https://www.youtube.com/watch?v=dvzeou\\_u2hM](https://www.youtube.com/watch?v=dvzeou_u2hM)

Discussion Points:

- What do you notice about these lessons?
- What are the elements that make the introductions successful?
- Is there anything you would do differently?

# Making meaningful and manageable

*'Do I have to do this for every lesson or learning centre?'*

*'Do I co-construct the success criteria with my students?'*

Discussion Points:

- How can we ensure that this practise is both manageable and meaningful to the age of the students I teach?





## Writing Objectives for Lesson Plans Using Bloom's Taxonomy and Associated Action or Performance Verbs

| Learning level | Associated action verbs  |
|----------------|--|
| Knowledge      | define, describe, state, list, name, write, recall, recognize, label, underline, select, reproduce, outline, match       |
| Comprehension  | identify, justify, select, indicate, illustrate, represent, name, formulate, explain, judge, contrast, classify          |
| Application    | predict, select, assess, explain, choose, find, show, demonstrate, construct, compute, use, perform                      |
| Analysis       | analyze, identify, conclude, differentiate, select, separate, compare, contrast, justify, resolve, break down, criticize |
| Synthesis      | combine, restate, summarize, precise, argue, discuss, organize, derive, select, relate, generalize, conclude             |
| Evaluation     | judge, evaluate, determine, recognize, support, defend, attack, criticize, identify, avoid, select, choose               |

# Teacher Surveys

Survey Learning Intentions:

<https://goo.gl/forms/zzqm9VAQKU9b3yXR2>

Survey Success Criteria:

<https://goo.gl/forms/SNZQOUNtO8C5QJMy1>

# Learning Intentions

The benefits

The quality  
of work  
improves

Behaviour  
will improve

Students will  
become more  
focussed on tasks  
and persevere  
for longer

There is rich  
teacher-student  
dialogue.

Feedback  
is easier

# Success Criteria...

must link  
clearly to the  
learning  
intention

need to be  
planned in  
advance

need to be  
owned by  
the student

lead to more  
focussed and  
successful  
teaching and  
learning

need to be  
broad enough  
to include all  
abilities in a  
class

Where we are  
at...



## Glossary

### Learning Outcomes

Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

### Learning Intentions

A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.

### Success Criteria

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success *looks like*. They help the teacher and student to make judgements about the quality of student learning.

### Ongoing Assessment

As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.

### Formative Assessment

Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all of the aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.

### Summative Assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

### Features of Quality

Features of quality are the statements in the subject specifications that are used in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.

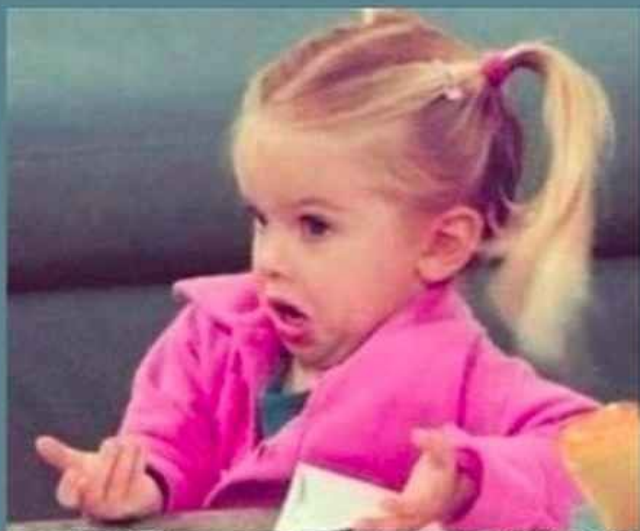
Where we are  
heading...



# Celebrate SUCCESS



**MY FACE AFTER I JUST FINISH GIVING  
DIRECTIONS**

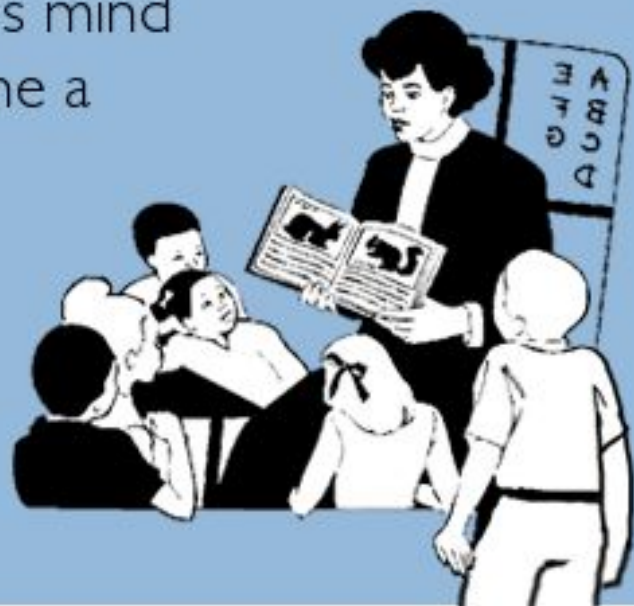


**AND A STUDENT ASKS ME  
WHAT TO DO.**

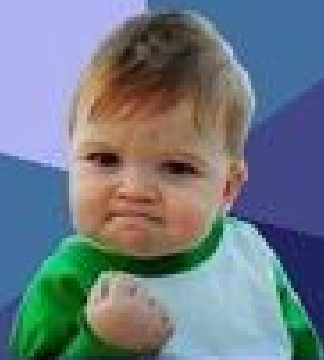


If you ever want to know  
what a teacher's mind  
feels like, imagine a  
web browser  
with 2,879  
tabs open.  
All. The.  
Time.

someecards  
user card



**THE THREE TROUBLE-MAKERS  
IN CLASS ARE ABSENT**



**ON THE SAME DAY**

[SpanishPlans.org](http://SpanishPlans.org)



**WHO SAYS  
TEACHING IS STRESSFUL?**



**I'M 39, AND I FEEL GREAT!**

Teachers be like...Look at all these new mandates! I can't wait to implement them all!



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user card

Thanks!

