**Feedback on Your Learning Intentions and Success Criteria**

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| **Student Name** | **Learning Intention**  **Students will be able to…..** | **Success Criteria**  **SC** | **Lecturer Comments** |
|  | What will the students be able to do?  Observable verb + concept/skill + *context* | How do you know they can do it?  Identify the key indicators of successfully doing the task |  |
| Example 1 | Write a complete sentence *about your weekend* | * Capital letter * Clause makes sense * Full stop | Excellent! |
| Example 2 | List the arguments for and against *Territory Day* | * Point of view/audience * Relevant to Territory * Valid reason | I like how the SC describe the concept of argument |
| Example 3 | Explain the state of a [mystery substance](https://www.aitsl.edu.au/tools-resources/resource/investigating-solids-liquids-and-gases-illustration-of-practice) | * Test for volume, shape, compressibility * Describe the properties of the substance * Justify reasons for your choice | :) |
| Karen | Students learn to observe and compare how the flowering plant grows | Students are able to precisely describe the key characteristics of a particular cycle stage and accurately retell the timeline of the growth events | Can you simplify this learning intention?  Use an observable verb that describes what the students will do.  I.e. “Learn” is hard to observe.  Observe and compare are better choices. Choose either one. This will reshape the SC. Have another go! |
| Razor | Describe how producers respond to consumers’ needs and wants in what context?  [How about: Describe how producers respond to the changes of consumers’ needs and wants] | Describe the interdependent relationship between consumers and producers in the market;  [Create a relationship diagram between consumers and producers in the market;]  Demonstrate how to gather and analyse relevant market data from external sources;  Predict and justify the price and supply change according to market demands. | You really know your subject. What do you mean by “describe”? Is it a written task? I think the SC (I’ve highlighted in blue) is actually your LI. It suggests that the students will be creating a concept map or a relationship diagram  Rewrite the learning intention and add the “context” (the task you want them to do) |
| Ann Appuhami | Students will be able to demonstrate the Law of conservation of energy. | Students will explain the conservation of energy in a system using 2 bouncing balls in 3 occasions-   1. Dropping the 2 balls separately. 2. Placing the smaller ball on top of the larger ball and dropping them. 3. Placing the larger ball on top of the smaller ball and dropping them. | Ann, I think “demonstrating” is only half the learning intention (refer to Blooms taxonomy) “Explaining” is more challenging for students and easier for you to observe. You could also choose “prove” or describe |
| Alan Hubbard | Design a Fitness Plan based on their established goals  😊Nice and clear | 1. Design their own fitness plan 2. Fitness plan achieves their pre-set goal | Can you unpack the term “design”?  Ie:  1. Use a plan structure/template  2. Adapt personal plan  Then your “Plan achieves goal” can be recast to help students visualise “working backwards”  Ie:  3. Ensure stages in plan relate to goal |
| Steven Chandra | Find any point(s) on a linear function | Students will be able to:   * Plot a line on a Cartesian plane from a set of coordinates * Find equations of lines * Solve problems using linear equations | Have a closer look at your success criteria. How do they relate to the LI?  “Solving linear equations” is more difficult than “find points”  Is *solving* actually the LI?  What do students need to be able to do to “solve” linear equations?  (recast your SC and get back to us) |
| Crystalbelle Guppy | To improve fluency for reading by using word phrases context? | 1. break sentence into smaller meaningful groups of words (*how? What do you mean*) 2. develop greater fluency when reading (*Can you recast this for the children to understand? )* | Improve is difficult to measure. Can you define the qualities/features of fluency?  Ie:  Cadence  Self correction  Speed  Prosody???  Remember, the SC is to be written for the students.  Tell them WILF: “What I’m Looking For” (Shirley Clarke 2007) or WAGOLL: “What a Good One Looks Like”  Can you describe what success in fluency looks like? It will be an extended piece of text, |
| Wills Cheung | *Distinguish plant cells from animal or fungal cells.*  *Excellent* | *Create a diagram of a plant cell with labelling of the structures*  *How does this SC relate to the LI?*  *How does a diagram show you that students really KNOW about different cell structures?* | Your LI sounds like a classifying activity. This is great as it reaches the analytical level of Bloom’s taxonomy and will engage students  SC  What ***are*** the differences between plant, animal and fungal cells?  If this is a sorting activity, then what cell features are students sorting?  *Shape? Size? Permeability? Internal structures?*  These are your success criteria |
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