

## Cycle 2

# LEARNING INTENTIONS SUCCESS CRITERIA

- 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



# EXAMPLES:



## food choices & healthy eating

1. Reasons why people eat
2. The functions of food
3. Factors affecting food choices
4. Staple foods
5. Ecological & ethical food choices
6. Eating patterns today
7. Malnutrition
8. Effects of unhealthy eating

  
  
  
  
  
  
  

## Learning Intention

We are learning to read books for enjoyment, and to express that enjoyment through a well-constructed review of a chosen book.

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### To be able to:

- Write a testable hypothesis
- Decide on the most appropriate methods for conducting an investigation
- Explain how reliability, fairness and safety have been considered



# 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.

How they will recognise when they have succeeded ?



# EXAMPLES: ENGLISH

## Write a book review – 1st Year

### Success criteria



- I show a good knowledge of the book
- I convey my enthusiasm for the text (or show clearly the parts I don't like)
- I express my ideas fluently and choose the right words and phrases most of the time
- My writing is accurate with correct spelling and grammar

### To be able to:

Present a point of view in a persuasive manner



- Begin with a good opening sentence
- Present reasons and examples to back up your argument
- Use emotive and persuasive language (such as 'Surely')
- Use humour, stories and/or questions to gain your audience's attention
- Conclude with a strong statement
- Look at your audience

### Success criteria



# THE VALUE OF LEARNING INTENTIONS AND SUCCESS CRITERIA

Behaviour  
will improve

Research shows that students who regularly receive this information in the classroom are

- more focused for longer periods of time
- more motivated and active in their learning
- better able to take responsibility for their own learning.

The quality  
of work  
improves

Feedback  
is easier

