

# Digging Deeper with Teacher Clarity— Connecting Clarity to Formative Assessment and Feedback

ASDN  
Spring Webinar Series #2

*February 19<sup>th</sup>, 2020*

Dave Nagel

Dave Nagel  
@dave\_nagel1  
[dave.nagel@corwin.com](mailto:dave.nagel@corwin.com)



## Introduction

**Picture this scenario.** You have been teaching a unit of study for about 4 ½ weeks and you are about to administer the final assessment or task. This assessment/task will provide students a chance to demonstrate mastery of several key conceptual understandings from the overall unit. This is one of the major units of the semester, and a great deal of the learning will be foundational for students moving forward for the remainder of the school year. Also, this unit is a major portion of the students' grade. The day before you conduct a review as preparation tomorrow's assessment/task. Students are provided a short practice assessment with a few open-ended questions that they can work on in pairs. After students have completed these, you conduct a classroom discussion to determine the readiness level going into the summative assessment/task. As you begin asking questions and listening to the responses of a large portion of your students, you begin to see clearly a tremendous gap in several foundation understandings of the unit that were part of early instruction. As you continue to listen to student responses to the questions you provided them it is becoming more and more clear there is a huge gap in their understanding which makes you feel ill. The unit is almost over and where you thought the class was ready to demonstrate their deep understanding, you realize that because some early checks for foundation learning didn't take place, you weren't able to intervene and now you feel it's almost too late.

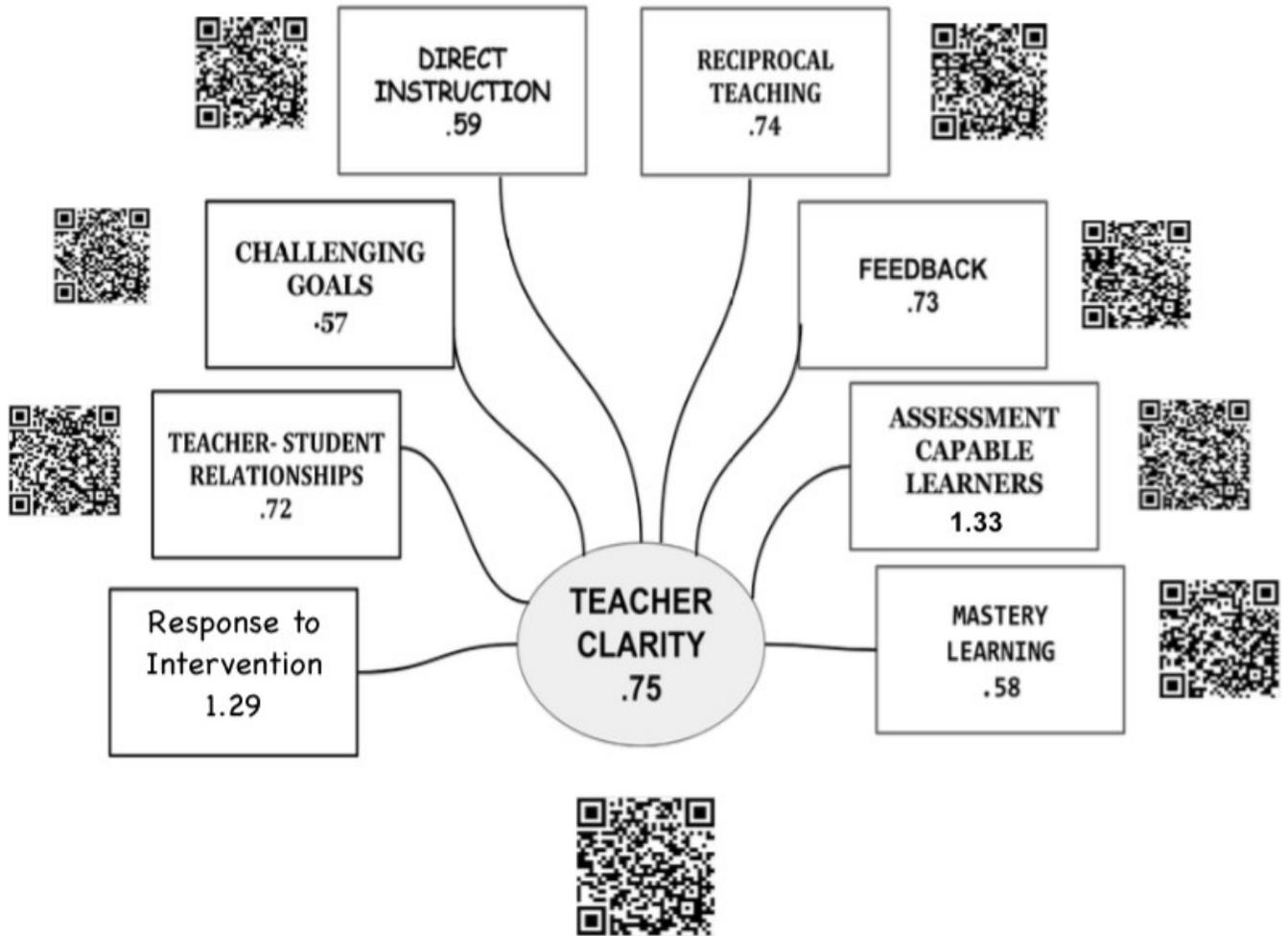
**What is the potential IMPACT of this scenario?**

**What BACKGROUND KNOWLEDGE do you have about TEACHER CLARITY?**

|            |            |            |            |            |
|------------|------------|------------|------------|------------|
| <b>A-B</b> | <b>C-D</b> | <b>E-G</b> | <b>H-I</b> | <b>J-K</b> |
| <b>L-M</b> | <b>N-O</b> | <b>P-Q</b> | <b>R-S</b> | <b>T-U</b> |
| <b>V-W</b> | <b>X-Y</b> | <b>Z</b>   |            |            |

**My GOAL for today's learning:**

# The Tentacles of Teacher Clarity



Adapted from *Visible Learning for Teachers: Maximizing Impact on Learning*

TEACHER CLARITY – 0.75 Effect Size

1. Identify **the two parts** of teacher clarity and what they entail.
2. Determine **the link** between **teacher clarity** and **formative assessment**.
3. Determine **the key components** of the teacher's role in **teacher clarity**

There are two parts in targeted learning (teacher clarity): the first is being clear about what is to be learned from the lesson(s) (the learning intention); the second is having a way of knowing that the desired learning has been achieved (the success criteria). Teacher clarity involves the teacher knowing where he or she is going with the lesson and ensuring that the students know where they are going. *These pathways must be transparent for the student.* Such teacher clarity is essential, and by this I mean clarity by the teachers as seen by the students. Teachers need to know how to keep all in the class on track for the learning goal and then evaluate their success in moving all toward the goal. Transparent learning intentions can also lead to greater trust between student and teacher, such that both parties become more engaged in the challenge provided and invested in moving toward the target. It does not mean knowing if and when the students complete the activities but knowing whether they gain the concepts and understandings relative to the intentions of the lesson(s).

### Learning Intentions

The goals (that is, the learning intentions) of any lesson need to be a combination of surface, deep, or conceptual, with the exact combination depending on the decision of the teacher, which in turn is based on how the lesson fits into the curriculum. Good learning intentions are those that make clear to the students the type or level of performance that they need to attain, so that they understand where and when to invest energies, strategies, and thinking, and where they are positioned along the trajectory towards successful learning. In this way, they know when they have achieved the intended learning. Effective teachers plan effectively by deciding on appropriately challenging goals and then structuring situations so students can reach these goals.

Learning intentions describe what it is we want students to learn and their clarity is at the heart of formative assessment. Unless teachers are clear about what they want students to learn (and what the outcome of this learning looks like), they are hardly likely to develop good assessment of that learning.

Clarke, Timperley, and Hattie (2003) noted some important features of learning intentions and planning, as follows.

- Share the learning intentions with students, so that they understand them and what success looks like. This is more than students chanting the learning intentions at the start of the lessons, but a deeper understanding of what is desired, what success looks like, and how the tasks relate to the intention.
- Not all students in the class will be working at the same rate or starting from the same place, so it is important to adapt the plan relating to the intentions to make it inclusive of all students.

- The cascade from curriculum aim, through achievement objective, to learning intention is sometimes complex because the curriculum documents do not all follow the same format and learning does not happen in neat, linear sequences.
- Learning intentions are what we intend students to learn.
- Finish each unit or lesson by referring to the learning intention and help students to understand how much closer they are to the success criteria.

A key issue is that students often need to be explicitly taught the learning intentions and success criteria.

## **Success Criteria**

Success criteria relate to knowledge of end points - that is, how do we know when we arrive? A learning intention of *'To learn to use effective adjectives'*, for example, does not give the students the success criteria or how they will be judged. Imagine if I were simply to ask to get in your car and drive; at some unspecified time, I will let you know when you have successfully arrived (if you arrive at all). For too many students, this is what learning feels like. At best, they know that when they get there, they will be asked for more (to 'drive' more), and it should be no wonder that many students get turned off school learning. In the case of the *'effective adjectives'*, success criteria might be: *'What you're looking for is that you have used at least five effective adjectives'*, or *'What you're looking for is that you have used an adjective just before a noun on at least four occasions that will help to paint a detailed picture, so that the reader can understand the feel of the jungle and the light of the jungle'*. Students can be actively involved in devising success criteria with the teacher.

We must not make the mistake of making success criteria relate merely to completing the activity or a lesson having been engaging and enjoyable; instead, the major role is to get the students engaged in and enjoying the challenge of learning. It is challenge that keeps us investing in pursuing goals and committed to achieving goals.

## **Citations:**

Clarke, S., Timperley, H., & Hattie, J.A.C. (2003) *Unlocking formative assessment; Practical strategies for enhancing students' learning in the primary and intermediate classroom* (1st New Zealand ed.). Auckland; Hodder Moa Beckett Hattie, J. (2012). *Visible Learning for Teachers: Maximizing impact on Learning*. London, Routledge

## Teacher Clarity Self-Assessment

**1 - This is commonplace and systematically embedded in my classroom or practice.**

**2 - This exists in pockets, but couldn't be considered commonplace, yet.**

**3 - This is not yet established in my classroom or practice.**

| Statement   | Rating |
|---|--------|
| Learning intentions are accessible to students in my classroom (i.e., posted, included on learning task, etc.).                                 |        |
| Success criteria are accessible to students in my classroom (i.e, posted, rubrics, scoring guides, progress monitoring sheets, etc.)            |        |
| I collaboratively design learning intentions and success criteria with my PLC.  |        |
| I communicate the learning intentions to my students, so they always know what they are learning.   |        |
| I communicate the success criteria to my students, so they are clear on what success looks like.  |        |
| I employ strategies in my classroom to support students in understanding and applying the learning intention and success criteria.              |        |
| I use exemplars in my classroom of to show what success looks like.   |        |
| Students self-assess their progress using the learning intentions and success criteria.   |        |
| I design or select learning tasks to elicit evidence of student learning focused on the success criteria established.                           |        |
| I communicate to students how their learning tasks connect to the learning intention and success criteria.                                      |        |
| I explicitly teach students different strategies to use during the learning process (i.e., summarizing, number lines, graphic organizers, etc.) |        |
| I make adjustments to my lessons based on the evidence I elicit from my students.   |        |
| I use evidence of student learning as feedback on my impact.  |        |
| I use evidence of student learning to make instructional inferences and plan next steps.  |        |

## Designing Learning Intentions and Success Criteria

Learning intentions and success criteria make clear to students what they will be learning and how they will be successful in learning it. Oftentimes teachers get paralysis from over analysis when first working on establishing learning intentions and success criteria. The trick is not to worry about getting it right, but about getting it started.

Learning intentions and success criteria are derived from the skills and concepts in standards. Skills are usually represented by verbs and concepts are captured by the nouns or noun phrases in the standard. It is incredibly common for a standard to have more than one skill and concept, so it is important that teachers take the time to analyze everything that lies within the standard. Take a look at this example.

| Steps to Unwrap a Standard |  |
|----------------------------|--|
| 1.                         | Identify the <b>SKILLS (verbs)</b> in the learning standard (circle or capitalize).  |
| 2.                         | Place the <b>SKILLS</b> in the column titled “Skills (verbs)”  |
| 3.                         | Identify the <b>CONCEPTS (nouns or noun phrases)</b> in the learning standard  |
| 4.                         | Place the <b>CONCEPTS</b> in the column titled “Concepts (nouns)”  |
| 5.                         | Identify the level of cognitive rigor for each skill and concept <ol style="list-style-type: none"> <li>Level of Bloom’s Taxonomy</li> <li>DOK level</li> <li>Specific indicator in DOK level</li> </ol> |

### Example #1

**STANDARD:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

#### STANDARD UNWRAPPED:

| CONCEPTS<br>(Nouns & Noun phrases)                       | SKILLS<br>(verbs) | Levels of Cognitive Rigor & <u>DOK</u><br><i>*Include the exact language within the DOK.<br/>E.g. APPLY - DOK 2 - Use context to identify meaning of words/phrases</i> |
|--|-------------------|--|
| Theme of a story, drama or poem from details in the text | DETERMINE         | Understand - DOK 3 - Identify/ make inferences about explicit or implicit themes   |
| Characters response to challenges                        | DETERMINE         | Understand - DOK 2 - Specify, explain, show relationships; explain why (e.g., cause-effect)  |
| The text   | SUMMARIZE         | Understand - DOK 2 - Summarize results, concepts, ideas  |

**Example #2**

Standard: SOLVE real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem

**STANDARD UNWRAPPED:**

| <b>CONCEPTS</b><br><b>(Nouns &amp; Noun phrases)</b>          | <b>SKILLS</b><br><b>(verbs)</b> | <b>Levels of Cognitive Rigor &amp; <u>DOK</u></b><br><i>*Include the exact language within the DOK. E.g. APPLY - DOK 2 - Use context to identify meaning of words/phrases</i> |
|---|---------------------------------|---|
| Real-world problems involving multiplication of fractions     | SOLVE                           | Apply - DOK3 - Use concepts to solve non-routine problems   |
| Real-world problems involving multiplication of mixed numbers | SOLVE                           | Apply - DOK3 - Use concepts to solve non-routine problems   |

**Example #3**

**STANDARD:** ANALYZE how individuals use and challenge laws to address a variety of public issues.

| <b>CONCEPTS</b><br><b>(Nouns &amp; Noun phrases)</b>                 | <b>SKILLS</b><br><b>(verbs)</b> | <b>Levels of Cognitive Rigor &amp; <u>DOK</u></b><br><i>*Include the exact language within the DOK. E.g. APPLY - DOK 2 - Use context to identify meaning of words/phrases</i> |
|--|---------------------------------|---|
| How individuals use laws to address a variety of public issues       | ANALYZE                         | ANALYZE - DOK 2 - Compare similarities/differences in processes, methods, styles due to influences of time period/politics/culture  |
| How individuals challenge laws to address a variety of public issues | ANALYZE                         | ANALYZE - DOK 2 - Compare similarities/differences in processes, methods, styles due to influences of time period/politics/culture  |

## LEARNING INTENTIONS AND SUCCESS CRITERIA

### Learning Intentions Defined

1. There are numerous definitions and descriptions of learning intentions. Here is a sampling of definitions that collectively convey the essential information about what learning intentions are and how they should be used, in and out of the classroom. Use these definitions to build a common vocabulary in your school, district, region, or state.
2. "Learning intentions are what we intend students to learn." (Hattie, 2012, p. 48)
3. "Learning intentions describe what it is we want students to learn in terms of the skills, knowledge, attitudes, and values within any particular unit or lesson. Learning intentions should be clear, and provide guidance to the teacher about what to teach, help learners be aware of what they should learn from the lesson, and form the basis for assessing what the students have learned and for assessing what the teachers have taught well to each student. The activities planned for the lesson need to be focused on these intentions." (Hattie, 2009, pp. 162-163)
4. "Good learning intentions are those that make clear to the students the type or level of performance that they need to attain, so that they understand where and when to invest energies, strategies, and thinking, and where they are positioned along the trajectory toward successful learning. In this way, they know when they have achieved the intended learning.... Learning intentions describe what it is that we want students to learn, and their clarity is at the heart of formative assessment. Unless teachers are clear about what they want students to learn (and what the outcome of this learning looks like) they are hardly likely to develop good assessment of that learning." (Hattie, 2012, p. 47)
5. "There are two parts to supporting a learner to become clear about what is to be learned: naming or identifying the learning (learning intentions), and describing the learning (models or exemplars and success criteria). These are two parts to a whole, and you must not lose sight of that whole." (Absolum, 2010, pp. 81-82)
6. "I introduced the term learning intention to my students and explained that this was going to be the flashlight in my teaching and their learning. We talked about our learning being like a journey through a tunnel. This was where I introduced success criteria, and we likened them to signposts along the way through the tunnel. Often a picture of the flashlight was placed besides the words learning intention and signposts beside the success criteria." (Absolum, 2010, p. 83)

**Capture your own definition of a learning intention in the space below.**

## Success Criteria Defined

1. "The purpose of the success criteria, or "what are we looking for?" is to make students understand what the teacher is using as the criteria for judging their work, and of course to ensure that the teacher is clear about the criteria that will determine if the learning intentions have been successfully achieved... The success criteria, or 'How will we know?' need to state as exactly as possible what the students and teacher will want to see. (Hattie, 2009, p. 170)
2. Success criteria provide the "way of knowing that the desired learning (learning intention) has been achieved." (Hattie, 2009, p. 47)
3. "Learning objectives and success criteria are the tools which enable pupils to exercise power over their learning. Active learners need to be engaged and reflective: success criteria – the ingredients, steps or possible features of the learning objective – provide a rationale for the learning objective in real terms, so that the learner is aware of the expectations and can identify which success criteria are going well and which are not." (Clarke, 2008, p. 81)
4. "In order to have a maximum impact, success criteria need to be known by teachers first. All pupils need to have the same learning objective, the same context, and the same criteria. Differentiate the activity rather than the success criteria." (Clarke, 2008, pp. 92-93)
5. "Using success criteria has enabled pupils to have a sense of what their work should include, and, if success criteria are broken down and include examples along the way, quality will be increased." (Clarke, 2008, p. 117)
6. "Success criteria help students to gain a better understanding of what successful learning might look like in ways that they can recognize from what they know now... They spell out in greater detail the learning intention." (Absolum, 2010, p. 83)
7. "Success criteria are standards or rules which students use to make judgements about the quality of performance. Students use success criteria to determine what progress they are making toward achieving learning goals. Criteria show what success "looks like", and when used to assess, give both the teacher and the student feedback about learning. Whereas learning goals answer the question, "Where am I going?" Success criteria help students to answer the question, "How am I going?" (AER GAINS Video Series—Segment 4—Developing Success Criteria)
8. "Learning goals and success criteria are critical pieces of information students need to be successful learners. Students and teachers must hold a common understanding of what is to be learned, and what successful achievement looks like. With explicit goals and criteria, students have the beginnings of what they need to become independent, self-monitoring learners." (AER Gains Video Series)

## Notes on learning intentions and success criteria:

**5<sup>th</sup> Grade Example**

**STANDARD UNWRAPPED: RL 5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges; summarize the text.

| <b>CONCEPTS</b><br><b>(Nouns &amp; Noun phrases)</b>     | <b>SKILLS</b><br><b>(verbs)</b> | <b>Levels of Cognitive Rigor &amp; <u>DOK</u></b><br><i>*Include the exact language within the DOK.</i><br><i>E.g. APPLY - DOK 2 - Use context to identify meaning of words/phrases</i> |
|--|---------------------------------|---|
| Theme of a story, drama or poem from details in the text | DETERMINE                       | Understand - DOK 3 - Identify/ make inferences about explicit or implicit themes  |
| Characters response to challenges                        | DETERMINE                       | Understand - DOK 2 - Specify, explain, show relationships; explain why (e.g., cause-effect  |
| The text   | SUMMARIZE                       | Understand - DOK 2 - Summarize results, concepts, ideas   |

| <b>Learning Intentions and Success Criteria</b>   |   |
|---|---|
| <b>Learning Intention #1</b><br>Today we are learning to determine the theme of a story.                | <b>Success Criteria</b> <ul style="list-style-type: none"> <li>★ I can identify the key details in the story.</li> <li>★ I can determine how the key details connect to each other.</li> <li>★ I can analyze the key details and how they connect to determine the theme of the story.</li> </ul>   |
| <b>Learning Intention #2</b><br>Today we are learning how characters in a story respond to a challenge. | <b>Success Criteria</b> <ul style="list-style-type: none"> <li>★ I can identify the challenge characters have in a story.</li> <li>★ I can identify details that support how a character is responding to the challenge.</li> <li>★ I can explain how the character responds to the challenge using my key details.</li> </ul>  |
| <b>Learning Intention #3</b><br>Today we are learning how to summarize the text.                        | <b>Success Criteria</b> <ul style="list-style-type: none"> <li>★ I can identify the key details in each paragraph of the text.</li> <li>★ I can identify the main idea of each paragraph using my key details.</li> <li>★ I can combine all of the main ideas throughout the text.</li> <li>★ I can summarize the text using the main ideas of each paragraph.</li> </ul> |

## LEARNING PROGRESSIONS

### Key points:

- ★ Learning progressions begin with lower-level thinking skills/concepts and progress to higher ones. They lead up to the more rigorous learning intention. Reflect “simple to complex” learning.
- ★ The learning intention typically (but not always) represents complex learning. The learning progressions represent the simple and complex learning skills needed to achieve the learning intention.
- ★ It helps to look back at the original standard statement for the specific skills and concepts it includes. These can help in brainstorming what the progressions should be.
- ★ Brainstorm progressions first; then sequence them in a logical order for instruction. Use your individual and collective teaching experience plus provided tools and resources. Keep in mind: There is no perfect set of learning progressions! They represent teachers’ individual or collective best thinking about what the instructional pathway, the “chunks” of learning should be.
- ★ Learning progressions make explicit to teachers and students, “Where to next?” They provide the focus for lesson-specific formative assessments.

## 9<sup>th</sup> Grade Example

| <b>CONCEPTS</b><br><b>(Nouns &amp; Noun phrases)</b>   | <b>SKILLS (verbs)</b>   | <b>Levels of Cognitive Rigor &amp; DOK</b><br><br><i>*Include the exact language within the DOK. E.g. APPLY - DOK 2 - Use context to identify meaning of words/phrases</i> |
|--|---|--|
| <b>RL 9-10.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |   |  |
| Meaning of words, phrases, figurative and connotative meaning  | Determine (meaning) <ul style="list-style-type: none"> <li>- Words</li> <li>- Phrases</li> <li>- Figurative</li> <li>- Connotative</li> </ul> | Apply - <b>DOK 2</b> - Use context to identify meaning of words/phrases  |
| Impact of specific word choice   | Analyze (cumulative impact of specific word choice) <ul style="list-style-type: none"> <li>- meaning</li> <li>- tone</li> </ul>               | Apply - <b>DOK 3</b> - Apply word choice, point of view, style to impact readers’/viewers’ interpretation of a text  |

**Learning Progression for** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

1. **Define** “determine”
2. **Define** “context clue”
3. **Determine** different types of context clues
4. **Identify** unknown words in a sentence.
5. **Identify** context clues present in a sentence that support word meaning
6. **Recognize** type of context clue(s) present that support word meaning
7. **Explain** how context clues support determining the meaning of the unknown word
8. **Determine** the meaning of the unknown word in the sentence.
  
9. **Identify** unknown words in a paragraph
10. **Identify** context clues present in a paragraph that support word meaning.
11. **Recognize** type of context clue(s) present that support word meaning
12. **Explain** how context clues support determining the meaning of the unknown word(s)
13. **Determine** the meaning of unknown words in a paragraph
  
14. **Identify** unknown words in a text
15. **Identify** context clues present in the text that support word meaning.
16. **Recognize** type of context clue(s) present that support word meaning
17. **Explain** how context clues support determining the meaning of the unknown word(s)
18. **Determine** the meaning of the unknown word(s) in a text.
  
19. **Define** “figurative language”
20. **Recognize** different types of figurative language
21. **Identify** figurative language in a sentence or paragraph
22. **Determine** meaning of figurative language
  
23. **Define** “tone”
24. **Define** “connotation”
25. **Define** “denotation”
26. **Identify** words with positive connotation
27. **Identify** words with negative connotation
28. **Determine** connotative meaning of identified words
  
29. **Explain** how identified words impact the tone of the text
30. **Analyze** the cumulative impact of word choice on tone
31. **Analyze** the cumulative impact of word choice on meaning

|   |  |
|---|--|
| <p><b>Learning Intention #1:</b></p> <p>Understand there are different types of context clues and how they support determining word meaning</p> <p>Understand how to use context clues to determine the meaning of an unknown word in a sentence.</p> | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Identify unknown word in each sentence you are reading</li> <li>● Recognize by underlining the context clues present in the sentence that support determining word meaning</li> <li>● Explain how the context clues recognized support determining word meaning</li> <li>● Determine the meaning of the unknown word</li> </ul>     |
| <p><b>Learning Intention #2:</b></p> <p>Understand how to use context clues to determine the meaning of unknown words in a paragraph.</p>   | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Identify unknown words in each paragraph you are reading</li> <li>● Recognize by underlining the context clues present in the paragraph that support determining word meaning</li> <li>● Explain how the context clues recognized support determining word meaning</li> <li>● Determine the meaning of the unknown words</li> </ul> |
| <p><b>Learning Intention #3:</b></p> <p>Understand how to use context clues to determine the meaning of unknown words in a text.</p>  | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Identify unknown words in a text</li> <li>● Recognize by underlining the context clues present in the text that support determining word meaning</li> <li>● Explain how the context clues recognized support determining word meaning</li> <li>● Determine the meaning of the unknown words</li> </ul>                              |
| <p><b>Learning Intention #4:</b></p> <p>Determine the meaning of figurative language used in a text</p>   | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Determine the different types of figurative language</li> <li>● Identify figurative language in a paragraph</li> <li>● Recognize clues that support determining meaning of figurative language</li> <li>● Determine meaning of figurative language</li> </ul>   |

|   |  |
|---|--|
| <p><b>Learning Intention #5:</b></p> <p>Understand how words with strong connotations impact the meaning of a text</p> <p>Explain how tone can impact the meaning of a text</p> | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Recognize words with positive connotation</li> <li>● Recognize words with negative connotation</li> <li>● Determine the impact of positive connotation the meaning of a paragraph</li> <li>● Explain how underlined words impact tone of paragraph</li> </ul>   |
| <p><b>Learning Intention #6:</b></p> <p>Analyze the cumulative impact of word choice on meaning and tone</p>  | <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Determine the impact of word choice on meaning in each paragraph</li> <li>● Determine the impact of word choice on tone in each paragraph</li> <li>● Synthesize the impact of word choice on a text</li> <li>● Synthesize the impact of word choice on a text</li> <li>● Analyze the cumulative impact of word choice on meaning</li> <li>● Analyze the cumulative impact of word choice on tone</li> </ul> |

**BLANK TEACHER CLARITY TEMPLATE**

| <b>CONCEPTS</b><br>(Nouns & Noun phrases) | <b>SKILLS (verbs)</b> | <b>Levels of Cognitive Rigor &amp; DOK</b><br>*Include the exact language within the DOK. <i>E.g. APPLY - DOK 2 - Use context to identify meaning of words/phrases</i> |
|---|-----------------------|--|
|   |                       |  |
|   |                       |  |
|   |                       |  |

| <b>Learning Progression</b> |
|-----------------------------|
|                             |

|                               |                          |
|-------------------------------|--------------------------|
| <b>Learning Intention #1:</b> | <b>Success Criteria:</b> |
|-------------------------------|--------------------------|

|                               |                          |
|-------------------------------|--------------------------|
| <b>Learning Intention #2:</b> | <b>Success Criteria:</b> |
| <b>Learning Intention #3:</b> | <b>Success Criteria:</b> |
| <b>Learning Intention #4:</b> | <b>Success Criteria:</b> |
| <b>Learning Intention #5:</b> | <b>Success Criteria:</b> |
| <b>Learning Intention #6:</b> | <b>Success Criteria:</b> |

***Thank You!***

**Dave Nagel**

**@dave\_Nagel1**

**[Dave.nagel@corwin.com](mailto:Dave.nagel@corwin.com)**

***See you on 2-26***