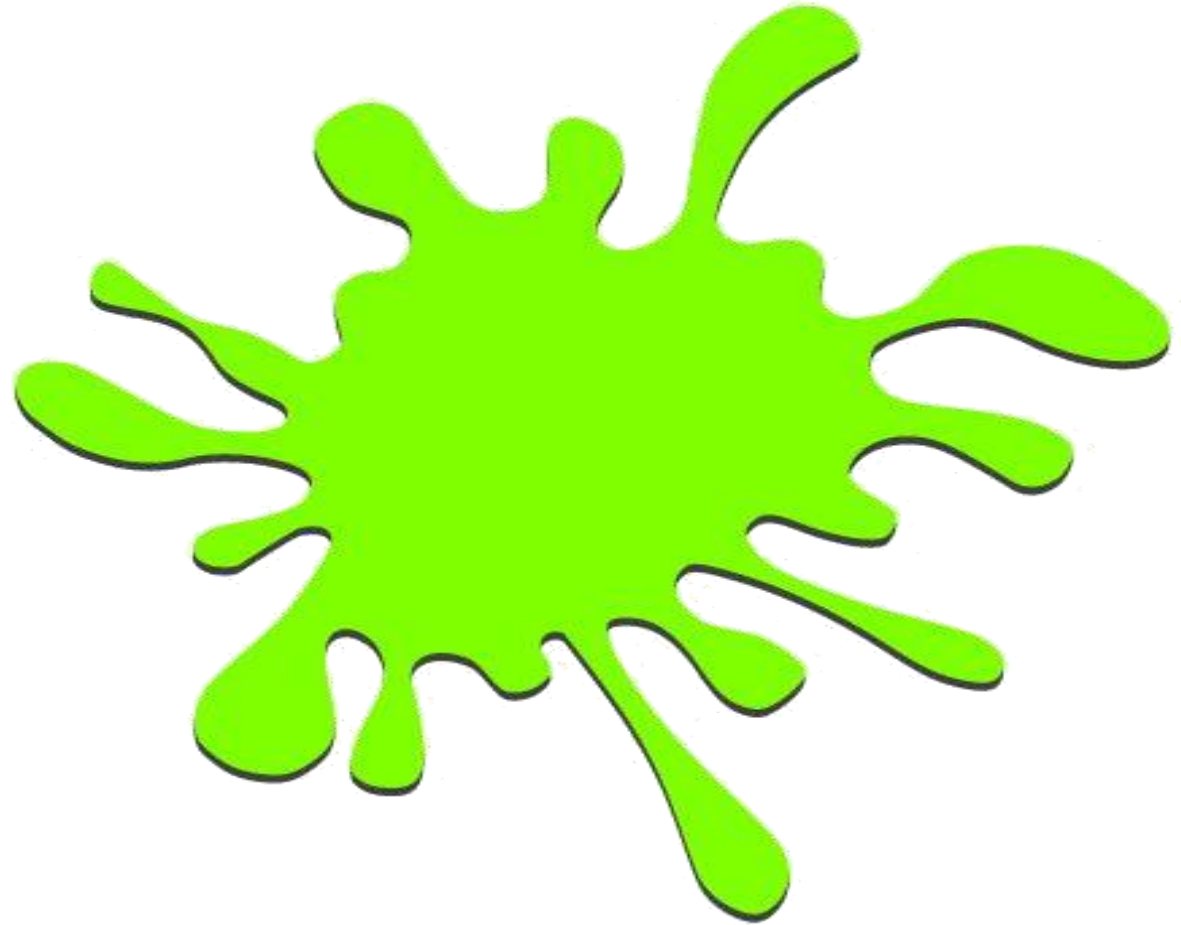


Essential Learning in writing for NGPS

reminder...



What are the latest two mind frames?

What is ZPD?

What are the three possible sentence starters for Learning Intentions?

Why was writing chosen for our Essential Learning focus?

What areas particularly can students improve in writing?

'the major argument in this book underlying powerful impacts in our schools relates to how we think! It is a set of mind frames that underpin our every action...we are keen to spread the power, fun, and impact that we have on learning.' p159 Visible Learning

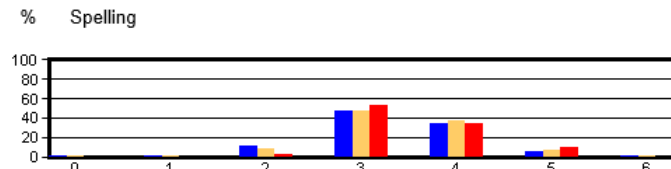
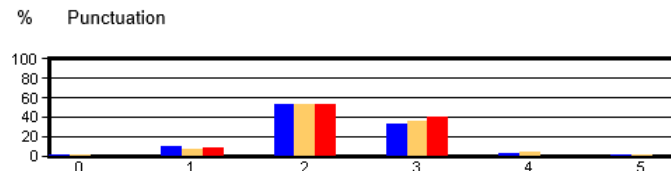
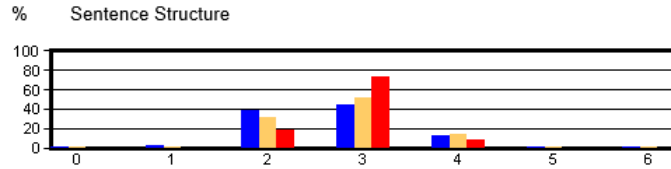


Writing Criteria Report

Year 5 - Group: ALL, Class: All

[View Writing Stimulus](#)

[View Marking Guide](#)



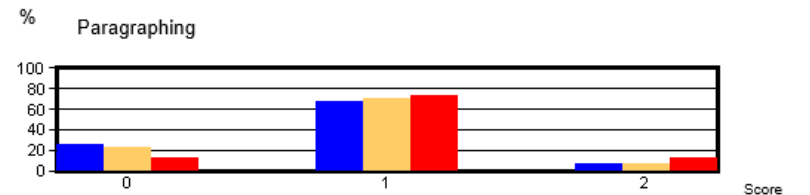
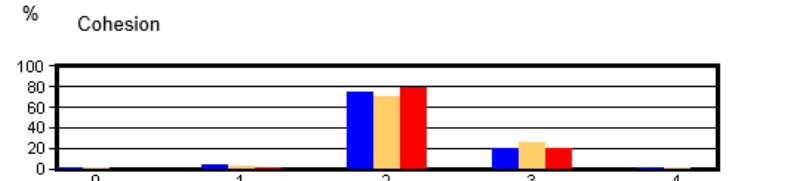
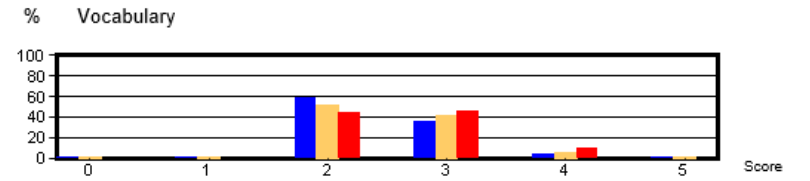
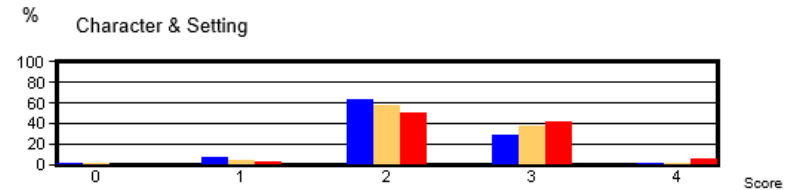
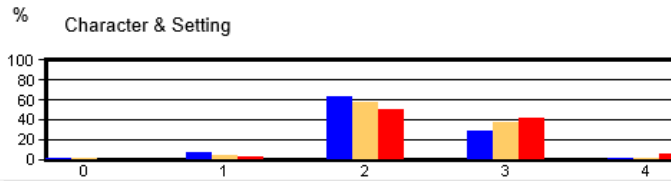
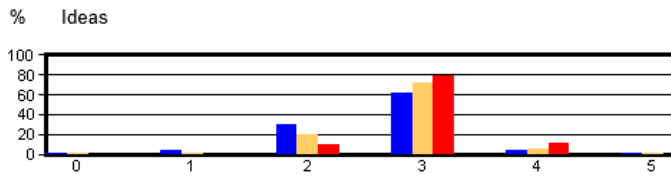
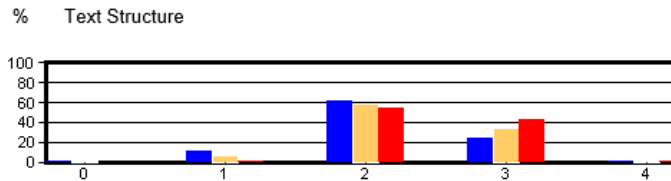
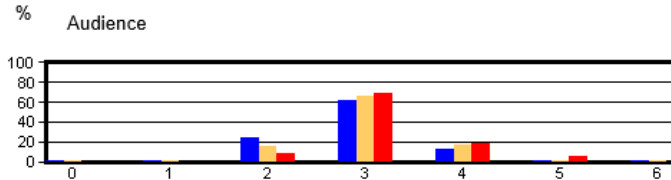
■ National Distribution
 ■ State Distribution
 ■ School or Group Distribution

Writing Criteria Report

Year 5 - Group: ALL, Class: All

[View Writing Stimulus](#)

[View Marking Guide](#)



■ National Distribution
 ■ State Distribution
 ■ School or Group Distribution

Let's look at Learning Intentions and Success Criteria



"teachers meet to discuss, evaluate and plan their teaching in the light of feedback evidence" Hattie p19 Visible Learning for Teachers 2012

How to write your Learning Intentions and Success Criteria

Learning intention:

- Will explicitly describe what the learner will know, understand, or be able to do
- Usually for that lesson, but can be for a series of lessons that make up a Unit of Work
- It does not describe the task, but explains the learning and is linked to the Victorian Curriculum
- It needs to be manageable and focus on the most important aspect for that session

Success Criteria:

- Can often be designed with students
- It explains how the achievement of the learning intention will be judged
- Two to three should be enough

Learning intention:

We will...**know / understand that / be able to**
(verb)

- Narrow the focus so it is attainable within a lesson
- Focus on the highest priority
- Emphasises what the student is learning, not doing

Success Criteria:

I can explain...
I can describe...
I can create...

- Write in away so students can do, say or produce tangible evidence
- Make sure the evidence supports the learning intention
- The teacher can provide feedback to students to improve performance

In Foundation, Year Four and Year Five Art you might see...

Learning intention:

We will understand that data can be shown on a picture graph

Success criteria:

I can use tally marks accurately
I can count how many
I can draw a picture to show one car

Investigation/Task:

After reading and discussing the book Tally O'Malley by Stuart Murphy and Cynthia Jagger, as a whole group the students design a recording sheet to collect data about the colour of cars in the car park. With a partner they collect the data using tally marks. The teacher demonstrates how the data can be represented on a picture graph where one object equals one data value. Students make statements about greatest and least. Each student creates their own graph and records a greatest or least statement.

Learning intention:

We will be able to identify the stages of a narrative story graph

Success criteria:

I can find a sizzling start
I can recognise show don't tell
I can identify when tightening tension is used

Investigation/Task:

Students are introduced to the short story The Old Man's Brew by Jack Henseleit. The teacher reads aloud, before handing out copies, and then asks that small groups share the role of reading to each other. Students then read the story independently. Using coloured pencils students mark where they find evidence for three of the Seven Steps elements. In pairs they share and justify their research ready to articulate what they found back with the whole group.

Learning intention:

We will know how three dimensional fonts are created

Success criteria:

I can use length, width and depth to create geometric form.
I can effectively manipulate artist chalk
I can apply the smudging technique

Investigation/Task:

Students are engaged in a street art project that is a Unit of Work. In the unit they define street art, look at street artists, compare street art with graffiti, discuss implications for street artists and communities and explore the issue of tagging. Students explore elements of three dimensional fonts and techniques to create special effects. The students design and create a skateboard top that reflects a form of street art. This lesson is one of a series to support the investigation.

A word on the rewording...

- The only changes that will be made to your templates will be formatting ones
- Remember that this is the wording you will use with your students for the rest of this year
- You will be able to add to the success criteria and vocabulary during the year (your vocabulary list needs to be updated at this time, and you need to check no other team has the word)



Level 1.1 Essential Learning

WRITING

Version 1

Strand

Sub strand

Every essential learning will be guaranteed.

LEARNING INTENTION:

We will...know/understand that/be able to

SUCCESS CRITERIA

I can:

-

Essential Vocabulary (see your guaranteed list)

Common Assessment Task



Level 4.10 Essential Learning

WRITING Version 1

Literacy
Literature

Creating texts
Creating literature

Every essential learning will be guaranteed.

LEARNING INTENTION:

We will...know/understand that/be able to

We will be able to write with increasing fluency and speed.

SUCCESS CRITERIA

I can:

- join lower case letters
- clearly form lower case letters
- clearly form upper case letters
- use speed loops accurately
- check that I am holding a pencil / pen correctly
- sit, with flat feet

Essential Vocabulary (see your guaranteed list)

Common Assessment Task

Essential Learning in writing

- Next 6 months trial to allow for modifying with a view to being used successfully in 2018
- It is supposed to make planning easier
- It is supposed to make collecting evidence of learning easier
- It is based on evidence

Success criteria

I will work as part of a team that can...

- Find the Essential Learning template folder on Google Drive!
- Create copies of the Essential Learning template
- Label each copy correctly e.g. 1.01 EL writing V1
- Type over the top of *Strand* and *Sub strand*
- Reword your Essential Learning into learning intentions
- Write Success Criteria for each Essential Learning
- Include any vocabulary from your Guaranteed list
- Revise and edit your work