Success Criteria - Tips and Key Points

SS.7.43 - Massachusetts History and Social Science Curriculum Framework
The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE

**DESCRIBE** the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).

Success criteria, when written effectively, demystify for students and teachers alike the often murky expectations for “a job well done.” The problem with most success criteria is their subjectivity. The language descriptors are so vague and general that educators and students cannot help but interpret them differently. Therefore, the most important direction to keep in mind when writing success criteria is to avoid subjective language.

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**Success Criteria-Key Points**

- **Describe** accurately a technological contribution developed by Rome
- **Explain** how the contribution improved a Roman’s daily life
- **Include** 2-3 sentences in your explanation
- **Make** a connection to your own personal experience—how has this contribution improved your life?

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**SS.7.43**

**DESCRIBE** the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology.

For example, here are four sample success criteria specific to the details needed to achieve the learning intention. Remember to use specific terms from the standard.

Consider including other details not included in the standard, but needed.

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**Success Criteria-Key Points**

- Identify the **details** needed to achieve the learning intention.
- Specify what students are to do to demonstrate learning.
Learning Progressions - Tips and Key Points

CCSS.ELA-LITERACY.RI.7.2
Determine the two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Tip #1: Look for words or phrases that may need to be defined or identified
See LP #1-3

Tip #2: Look for multiple concepts that can be broken down into single concepts or steps
See LP #4 and #6

Learning Progressions (LP):
1. Define “central idea”
2. Define “analyze”
3. Define “summarize”
4. Determine a single central idea
5. Analyze the development of a central idea
6. Determine two or more central ideas
7. Analyze the development of two or more central ideas
8. Summarize the text
9. Find/locate more than one central idea in a text and explain how the ideas develop throughout the text in a summary.

Learning Intention: Find/locate more than one central idea in a text and explain how the ideas develop throughout the text in a summary.

Tip #3: Confirm that all Learning Progressions will meet the needed instructional building blocks to the Learning Intention.
See LP #9

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.
Learning Progressions - Tips and Key Points

**CCSS.ELA-LITERACY.RI.2.2**

**Learning Intention:** Find/locate/identify the main idea/topic in a section of nonfiction text.

- **Identify** the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**Tip #1:** Look for words or phrases that may need to be defined or identified.

**Learnings Progressions (LP):**
1. Define “Identify”
2. Define “main topic”
3. Identify/recognize each paragraph
4. Identify the main topic of a single paragraph
5. Identify the main topic of a multi-paragraph
6. Identify focus of a single paragraph within the text.
7. Identify focus of multiple paragraphs of a text
8. Describe/explain the main topic of a multi-paragraph text
9. Determine the focus of specific paragraphs
10. Find/locate the main idea/topic in a section of nonfiction text.

**Tip #2:** Look for multiple concepts that can be broken down into single concepts or steps.

**Tip #3:** Confirm that all Learning Progressions will meet the needed instructional building blocks to the Learning Intention.

**Staircase to Complexity**

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.

ACS Educational Development  www.steveventura.com
Learning Progressions: A Scaffold for Learning - From Simple to Complex

**Purpose:** Use this scaffold for learning as a reference tool to brainstorm and identify the learning progressions associated with a learning intention. Build from simple understanding (single and multiple concepts, ideas, skills) to complex understanding (connected and extended concepts, ideas, skills).

- 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.

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<th>Build Knowledge</th>
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<th>Make Meaning</th>
<th>Apply Understanding</th>
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<td>• Analyze</td>
<td>• Collaborate</td>
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<tr>
<td>• Describe who, what, where, when, or how</td>
<td>• Construct simple model</td>
<td>• Argue</td>
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<td>• Identify</td>
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