
Learning Progressions and Success Criteria: Bringing Clarity and Focus to Achievement Teams



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Outline of Activity

Part One	Create Learning Progressions
Part Two	Create Success Criteria

Start with Teacher Clarity

Careful planning is critical for the Achievement Teams process and it's essential for high-impact teaching. In fact, Michael Absolum (2010) believes it's the precursor to instruction. This section is devoted to the work that occurs before the Achievement Teams meeting cycle begins. Developing a positive school culture is paramount in launching high-priority initiatives, and clear curricular structures provide foundational components that need to be in place before teams begin a teaching and learning cycle.

Activity

During this segment of Achievement Teams Certification, participants will get an opportunity to create learning progressions and success criteria for a single standard of focus.

Definitions:

What are Learning Progressions?

Learning progressions are nothing more than breaking down essential learning targets into teachable chunks of instruction

What is Success Criteria?

At its core, success criteria is simply the way we want students to know what it is they need to understand and demonstrate. Success Criteria assist students in identifying where they are in a learning cycle and how they know they have achieved a specific learning target.

Learning Progressions

Steps for Creating a Learning Progression

Achievement Teams use learning targets within a grade level to begin the process of creating sequenced instruction. Think of each step as a micro-progression leading to the overall learning target.

The suggested steps listed are designed to jumpstart the learning progression stages by creating a list of specific criteria to consider as you begin this activity.

- Select a single learning target of focus. (Rigorous learning targets may offer more opportunities for sequencing).*
- Begin to list what students need to do (skills/verbs) and what they need to know (concepts/nouns) to achieve the learning target.
- Using the Webb's Depth of Knowledge tool design simple to complex instruction of a grade-level learning target.
- Look for words or phrases that may need to be defined or identified (these are considered the prerequisite skills).
- Consider how struggling students typically think about this topic before instruction. This consideration will assist with the creation of prerequisite planning.
- Look for multiple concepts that can be broken down into single concepts or steps.
- Order each progression in a sequence that leads the student to the more complex skills contained within the learning target, beginning with those lower-level skills.
- Remember, each progression builds on previous learning.

*Before beginning work on a single grade-level learning progression, it may be advantageous to look at an entire K-12 learning progression map, as they are commonly developed based on the learning targets.

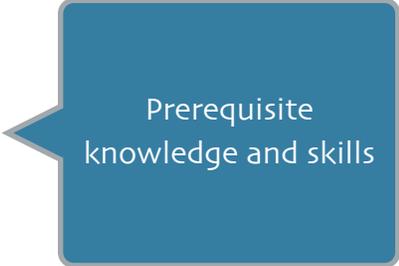
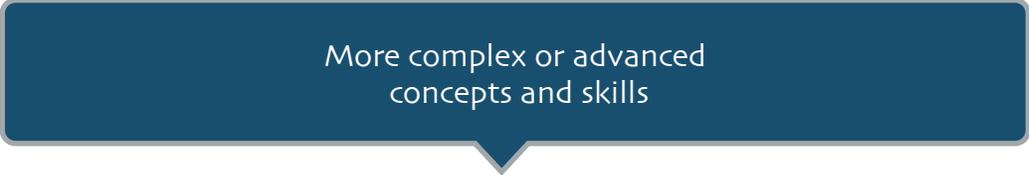
Learning Progression Formula

Skills (verbs) + Concepts (noun phrases) = Learning Progressions!

Webb's Depth of Knowledge Tool

Recall/Reproduction DOK 1	Skill/Concept DOK 2	Strategic Thinking DOK 3	Extended Thinking DOK 4
Recall a fact, information, or procedure.	Use information or conceptual knowledge, two or more steps	Requires reasoning, developing a plan or a sequence of steps, some complexity	Requires an investigation, time to think and process multiple conditions of the problem.
<ul style="list-style-type: none"> •Arrange •Define •Describe who, what, where, when, or how •Explain •Identify •Illustrate •Label •Locate •Match •Measure •Name •Perform •Recall •Recite •Recognize •Restate •Solve one-step task •Tell •Use rules 	<ul style="list-style-type: none"> •Apply •Calculate •Classify •Construct simple model •Describe/Explain using context •Determine •Estimate •Find •Formulate •Give examples & non-examples •Graph •Identify patterns •List several elements •Perform a procedure •Predict •Solve multiple-step problem •Summarize •Use models to perform procedure 	<ul style="list-style-type: none"> • Analyze • Argue • Assess • Cite evidence • Compare • Contrast • Critique • Decide • Defend • Distinguish • Draw conclusions • Explain how • Extend patterns • Formulate • Infer • Interpret • Organize • Outline • Revise for meaning • Show cause & effect • Solve non-routine problems • Verify 	<ul style="list-style-type: none"> •Apply Concepts •Create •Collaborate •Design and conduct •Evaluate •Formulate •Generalize •Hypothesize •Initiate •Produce/Present •Prove •Reflect •Reorganize into new structure •Research •Report

Middle School Worked Example

Learning Progressions— Pathway to Learning Intention	<p>Determine (DOK 2) two or more central ideas in a text and analyze (DOK 3) their development over the course of the text; provide an objective summary (DOK 2) of the text.</p> <ol style="list-style-type: none">1. Define (DOK 1) determine2. Define (DOK 1) analyze3. Define (DOK 1) summarize4. Define (DOK 1) central idea5. Identify (DOK 1) objective 
	 <ol style="list-style-type: none">6. Determine (DOK 1) a single central idea in a text7. Analyze (DOK 3) the development of a single central idea8. Determine (DOK 2) two or more central ideas in a text9. Analyze (DOK 3) the development of two or more central ideas10. Summarize (DOK 2) a single central idea in a text11. Summarize (DOK 2) two or more central ideas in a text12. Summarize (DOK 2) the text <p>*Learning progressions demonstrates the building blocks of instruction and are arranged in sequence incorporating incremental instruction that ultimately lead students to the learning intention.</p>

Success Criteria

Steps for Creating Success Criteria

We are going to work through success criteria using our learning target that was used to create a learning progression. We have seen this same learning target being used with several clients and we are often asked to provide feedback to participants who attend our clarity sessions.

Learning Target: Determine (DOK 2) two or more central ideas in a text and **analyze (DOK 3)** their development over the course of the text; provide an objective **summary DOK 2)** of the text.

One of the most common missteps when formulating success criteria is to simply repeat the learning target in the success criteria:

- Determine two or more central ideas in a text
- Analyze their development over the course of the text
- Provide an objective summary of the text

At first glance you may think that these three criteria represent an accurate description of what students must do to demonstrate proficiency and you are correct. After all, they contain the skills and concepts exactly as they are written from the target. However, there are additional options that must be considered. Crafting success criteria actually involve additional planning.

There are several ways to create success criteria for this particular learning target, but this example demonstrates how success criteria can become much more specific therefore enabling students to assess their own progress.

Let's compare these two samples side by side:

Good	Better
Determine two or more central ideas in a text	State (determine) two central ideas of the text
Analyze their development over the course of the text	Identify at least two key details for each central idea
Provide an objective summary of the text	Analyze the details to explain how they support the central ideas
	Formulate an objective summary of the text including the central ideas and their development

The left hand column contains a more generic form of success criteria, while the right hand column breaks the success criteria down into more granular chunks. Also worthy of note is how the skills from the learning target are also contained within the success criteria (determine, analyze, and summarize).

For additional clarity, here is an elementary worked example for both learning progressions and success criteria:

Learning Progressions

Determine the main idea of a text and **explain** how it is supported by key details; **summarize the text.**

1. **Define (DOK 1)** determine
2. **Define (DOK 1)** explain
3. **Define (DOK 1)** summarize
4. **Define (DOK 1)** main idea
5. **Identify (DOK 1)** key details
6. **Determine (DOK 2)** the main idea of a text
7. **Identify (DOK 1)** a single key detail to support the main idea
8. **Explain (DOK 3)** how the key detail supports the main idea
9. **Identify (DOK 1)** two or more key details to support the main idea
10. **Explain (DOK 3)** how the key details support the main idea
11. **Summarize (DOK 2)** a single key detail
12. **Summarize (DOK 2)** two or more key details
13. **Summarize (DOK 2)** the text

*Learning progressions demonstrates the building blocks of instruction and are arranged in sequence incorporating incremental instruction that ultimately lead students to the learning intention.

Success Criteria

Determine the main idea of a text and **explain** how it is supported by key details; **summarize the text.**

I can:

- state (**determine**) the main idea of the text (facts or events, quotes or visuals)
- give accurate text details that support the main idea
- explain** the main idea with details from the text
- include only the most important details
- organize the details in a way that makes sense with the text
- summarize** the text with key supporting details

Success criteria provide the "way of knowing that the desired learning (learning intention) has been achieved." (Hattie, 2009, p. 47)

Now it is time to write success criteria for the learning target you worked with to create a learning progression:

Success Criteria Template

I can:

Success criteria can be most effective when it:

- is co-constructed and shared with students
- can be used by students to assess and evaluate their own work
- uses language that is understood by students
- is clearly articulated and located where students can access it
- purposely aligns to a specific learning target

References

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.