

‘Formative assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there’

...Assessment Reform Group (2002)



Clarify the Intended Learning

Learning intentions and success criteria

WHAT?

LEARNING INTENTIONS are simple, clear and aligned to the learning outcomes They communicate to students...

- what they are going to learn about
- why they should learn it in the first place

SUCCESS CRITERIA are co-created, as appropriate, and communicated in student-friendly language to clarify the quality and expectations of the work They communicate to students...

- how they will recognise when they have succeeded

SO WHAT

might this sound like in the Music classroom?

Learning Intentions...

- will focus on the intended learning within selected learning outcomes rather than what students will be doing. In other words, what students will have learned by the end of the lesson/unit
- can be created for the entire unit of learning and where needed can be broken down for individual lessons
- might be written on the board and/or shared orally at the beginning of the class and/or posted on the notice board and/or handed out to the students and/or all of the above; what is most important is the learning intentions are shared and understood by all
- will be broad enough so that they do not limit the wide range of learning experiences

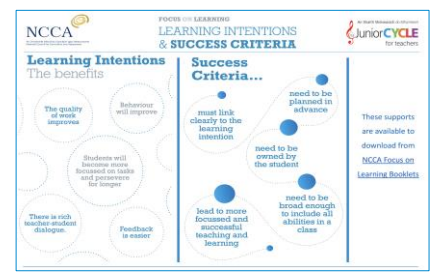
Success Criteria...

- link to the learning intentions
- form the basis for feedback, peer and self-assessment
- will break down the learning intentions and scaffold the learning as the students engage with the tasks
- help the teacher and the student to make judgements about the quality of student learning
- will be broad enough so that the learning is achievable by all

Check for Understanding

Engage students in a *THINK-PAIR-SHARE* activity to discuss what the end goal is, identify the learning that needs to take place and describe what success might look like

For more strategies download [NCCA Focus on Learning Booklets](#)



Share another approach that works for you in your music classroom

NOW WHAT?

- To what extent do I/we re-visit learning intentions during and at the end of the learning?
- How do I/we create learning intentions that are broad enough so that they do not limit the wide range of learning experiences?
- What opportunities can I/we give to students to co-create the success criteria?