

Learning You Can See: Making Precise Success Criteria the Intentional Engine of Achievement

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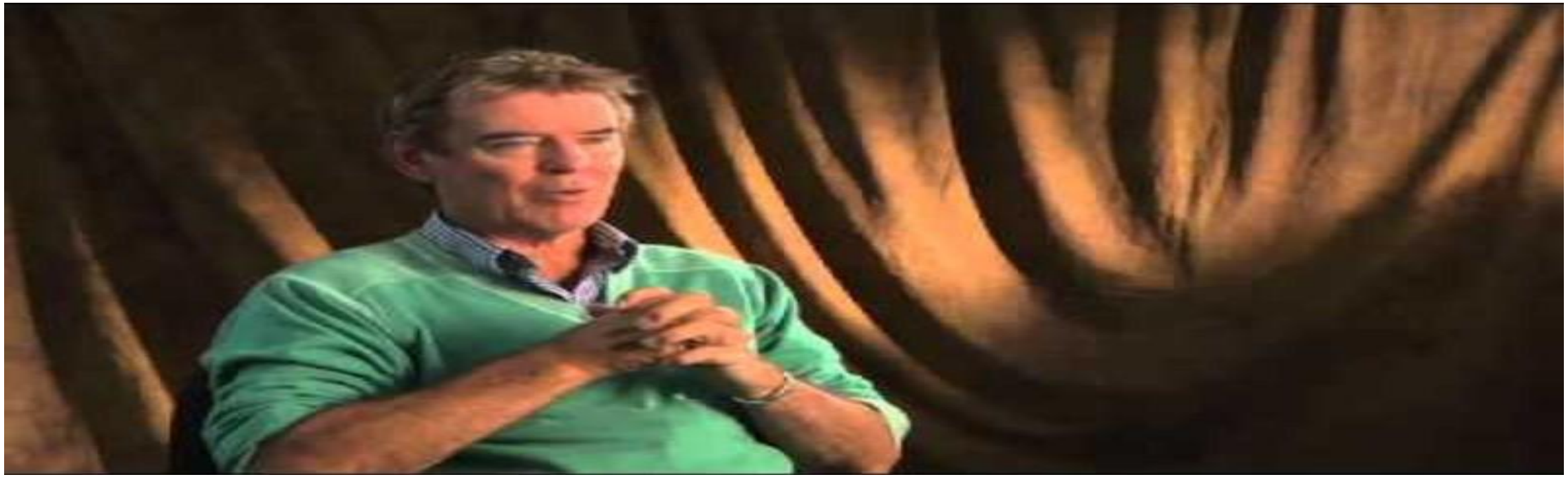
Sample Professional Development Aligned
To the Instructional Vision for Improvement

Session Goals

Participants can....

- Identify the precise student outcome for the standard and assure it is aligned to the appropriate level of thinking for the DOK.
- Provide specific actionable feedback to the teacher using the Glow, Grow framework with a focus on the intentional learning for the success criteria.
- Develop appropriate actionable feedback to increase teacher effectiveness.





What is the difference between what they must do in the lesson and the “success criteria” for the lesson?

John Hattie Learning Intentions and Success Criteria

NJ.CC.6.RI.7 “Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.”

What must students know?	What must students do?	What must students learn?

WEBB'S DEPTH OF KNOWLEDGE CHART



Level One Activities	Level Two Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.
Label locations on a map.	Solve routine multiple-step problems.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.
	Organize, represent and interpret data.

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Inherent DOKs in CCSS standards

Key Ideas and Details:

- CCSS.ELA-LITERACY.RI.6.1
  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.6.2
  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-LITERACY.RI.6.3
  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure:

- CCSS.ELA-LITERACY.RI.6.4
  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- CCSS.ELA-LITERACY.RI.6.5
  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- CCSS.ELA-LITERACY.RI.6.6
  Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RI.6.7
  Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CCSS.ELA-LITERACY.RI.6.8
  Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- CCSS.ELA-LITERACY.RI.6.9
  Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RI.6.10
  By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NJSLA-Style Released Item (Exemplar) for RI.6.7

Stimulus Set (Three Sources) - Students read/view **all three sources** before answering.

Source A: Short Informational Text (Excerpt)

"Over the past decade, New Jersey communities have increased their use of rain gardens to reduce flooding. A rain garden is a shallow, planted area designed to collect stormwater runoff from roofs, driveways, and streets. By slowing the flow of water, rain gardens help prevent erosion and allow water to soak naturally into the ground."

Source B: Diagram

A labeled diagram showing:

- A house roof draining into a gutter
- Water flowing into a **rain garden**
- Arrows showing **reduced runoff**
- Labels: "Absorption Zone," "Native Plants," "Stormwater Flow"

Source C: Data Table

Stormwater Collected by Rain Garden (in gallons)

Critical Questions for the Observation

- What is the outcome the standard requires?
- What was the learning that was demonstrated by the students?
- Was there a difference?
- What evidence did we want to see in the student learning that demonstrates the standards-aligned outcome?



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Carousel Use in the Middle School ELA Classroom - YouTube

Grade Level Progressions

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
NJSLS.ELA.RI.1.7 Use illustrations and details in a text to describe key ideas.	NJSLS.ELA.RI.2.7 Explain how specific images contribute to and clarify a text.	NJSLS.ELA.RI.3.7 Use information from illustrations and text to demonstrate understanding (where, when, why, how events occur).	NJSLS.ELA.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how it contributes to understanding the text.	NJSLS.ELA.RI.5.7 Draw on information from multiple print or digital sources to locate answers or solve problems efficiently.	NJSLS.ELA.RI.6.7 Integrate information from different media / formats to develop a coherent understanding of a topic.	NJSLS.ELA.RI.7.7 Compare and contrast a text with its audio, video, or multimedia version; analyze how each medium portrays the subject.	NJSLS.ELA.RI.8.7 Evaluate advantages and disadvantages of using different mediums (print, digital, video, multimedia) to present a topic.

Providing Precise Actionable Feedback
Focus Area: Learning Intentions/Success Criteria

Glow	**Grow**
Actionable Step(s) for next lesson (limit to three)	