Sophie Murphy, M.Ed, wrote the chapter-level learning targets and success criteria for this program. Sophie is currently completing her Ph.D. at the University of Melbourne in Australia with Professor John Hattie as her leading supervisor. Sophie completed her Masters thesis with Professor John Hattie in 2015 and specifically investigated the nature and extensiveness of teacher voice in their classrooms. Sophie brings 20 years of experience as a teacher and school leader from ELC-Year 12 in private and public school settings in Australia.

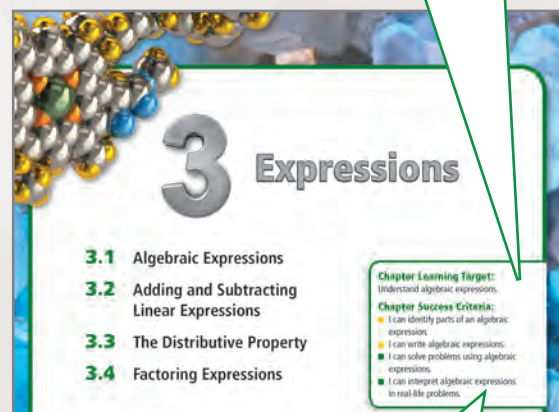## What are Learning Targets and Success Criteria?

- **Learning targets** are descriptions of what learners should know, understand, and be able to do by the end of a learning period. The learning target outlines what the learner should be able to understand as a result of the learning throughout each lesson and chapter.
- **Success criteria** are the measures used to determine whether, and how well, learners have met and understood the learning targets. They can provide the milestones that assist learners and teachers in tracking and assessing learner progress and help teachers understand the impact of their teaching.

Using Learning Targets and Success Criteria

A learning target and corresponding success criteria are provided for each chapter and lesson. The success criteria are the guideposts that enable students to self-assess by asking, "Am I succeeding in my learning?" There are four success criteria in each chapter. The first two are yellow while the last two are green. Yellow indicates surface level, while green indicates deeper levels that lead to transfer of learning from one chapter to another. Students know exactly what the learning looks like and how they will move from surface to deep levels of learning to transfer their understandings from one chapter to another. John Hattie's Visible Learning work outlines the effect size and growth that can be achieved when using learning targets and success criteria to provide clarity and understanding.

At the chapter level

Chapter Learning Target:
Understand algebraic expressions.

3 Expressions

3.1 Algebraic Expressions
3.2 Adding and Subtracting Linear Expressions
3.3 The Distributive Property
3.4 Factoring Expressions

Chapter Learning Target:
Understand algebraic expressions.

Chapter Success Criteria:
- I can identify parts of an algebraic expression.
- I can write algebraic expressions.
- I can solve problems using algebraic expressions.
- I can interpret algebraic expressions in real-life problems.

Chapter Success Criteria:
- ▢ I can identify parts of an algebraic expression.
- ▢ I can write algebraic expressions.
- ▣ I can solve problems using algebraic expressions.
- ▣ I can interpret algebraic expressions in real-life problems.

At the lesson level

Learning Target: Simplify algebraic expressions.
Success Criteria:
- I can identify terms and like terms of algebraic expressions.
- I can combine like terms to simplify algebraic expressions.
- I can write and simplify algebraic expressions to solve real-life problems.

Learning Targets and Success Criteria

How will I know when and how to talk about the Learning Target and Success Criteria?

Laurie's Notes give specific language, questions, or suggestions for making an explicit connection between what students have experienced and one or more success criteria. The more teachers integrate this language into their instructional routine, the more natural it will become.

Learning Target

Understand ratios of rational numbers and use ratio tables to represent equivalent ratios.

Success Criteria

- Write and interpret ratios involving rational numbers.
- Use various operations to create tables of equivalent ratios.
- Use ratio tables to solve ratio problems.

Exploration 1

⊙ State the learning target and success criteria for this section, and then relate these to the Motivate activity.

✓ **Self-Assessment** for Concepts & Skills

⊙ At this point, students should be very familiar with the learning target, and the success criteria for meeting the learning target. Can students now apply this knowledge to solve a contextual problem?

⊙ Have students use *Thumbs Up* to indicate their understanding of each success criterion.

Using the learning targets, success criteria, and *Laurie's Notes*, the teacher should be able to explain the following.

- What is to be learned
- The specific surface- to deep-level understandings that should occur throughout each chapter and lesson
- How the success criteria relate to the learning target in a logical, sequential way that provides transfer of understanding
- How this new learning will impact future learning in future lessons and beyond the textbook, into real-life situations and other learning

During each lesson, learners should be able to answer the following questions.

- What are you learning?
- How are you learning this?
- Why are you learning this?
- How will you know when you have learned it?

Welcome to a new year! We sincerely hope that the research-based approach and supports of the student and teaching editions result in at least one year's growth for all learners.

Ron Larson   Laurie Boswell   Sophie