

Planning syllabus-aligned learning intentions and success criteria

Overview

A syllabus-aligned learning intention is a clear statement that communicates to students the learning goal, or what they should learn, as a result of the teaching and learning activities in a lesson or learning sequence (Clarke 2021).

Success criteria communicate to students how they can work towards achieving the learning intention and what they need to demonstrate (AERO 2024).

Depending on the nature of the learning intention, the success criteria may:

- describe how well a product achieves the learning intention
- outline a process for students to follow which will support them to achieve the learning intention.

Having clear learning intentions and success criteria supports students to focus on the key learning (AERO 2024).

Key considerations

- Make clear how the learning is linked to prior learning.
- Help students understand what they are learning and why it is important.
- Focus on what students will be learning, rather than doing.
- Use success criteria that is specific and measurable.
- Consider using exemplars, such as worked examples and WAGOLLs (What A Good One Looks Like), to demonstrate the success criteria to students.

Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected.

Archer and Hughes 2011:2

Classroom application

Steps for crafting learning intentions and success criteria

To write learning intentions:

1. Use the syllabus.
2. Decide the **key** knowledge, understanding and/or skills the students need to focus on.
3. Write this in student-friendly language.

A learning intention is **not** the activity the students will be doing; it is a summary of what they are learning.

To write success criteria:

1. Start with the learning intention.
2. Write the demonstratable knowledge, understanding and skills to show the learning intention has been achieved.

Classroom application

The following examples are colour coded using this key: Knowledge Understanding Skills

Syllabus outcome	Content	Learning intentions	Success criteria
<p>Stage 4 Science</p> <p>SC4-FOR-01</p> <p>describes the effects of forces in everyday contexts</p> <p>SC4-WS-02</p> <p>identifies questions and makes predictions to guide scientific investigations</p>	<p>Magnets in everyday life</p> <ul style="list-style-type: none"> Describe how magnets attract or repel each other based on their polarity 	<p>We are learning:</p> <ul style="list-style-type: none"> about the effects of forces in everyday situations to ask questions and make scientific predictions about forces. 	<p>I can:</p> <ul style="list-style-type: none"> explain how a magnet works by using the words: polarity, north, south, magnetism, attract, repel label diagrams of magnets using the same words to describe the polarity in different kinds of magnets make a scientific prediction about the forces involved (push or pull) when different poles from different magnets are brought close together.
<p>Stage 4 TAS</p> <p>TE4-SAF-01</p> <p>selects and safely uses tools, materials, technologies and processes</p>	<p>Food and agricultural practices</p> <ul style="list-style-type: none"> Use equipment, tools, techniques, technologies and processes to develop practical skills Demonstrate safe practices when selecting and using tools, technologies and processes 	<p>We are learning:</p> <ul style="list-style-type: none"> to safely use different techniques to prepare ingredients when cooking food. 	<p>I can:</p> <ul style="list-style-type: none"> describe cooking techniques and the required equipment explain how to use cooking equipment and tools safely show this when preparing ingredients to cook food.
<p>Stage 2 English</p> <p>EN2-CWT-01</p> <p>plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience</p>	<p>Imaginative purposes</p> <ul style="list-style-type: none"> Experiment with using and punctuating dialogue in texts 	<p>We are learning:</p> <ul style="list-style-type: none"> the punctuation for dialogue in texts how dialogue can tell us something about a character to use dialogue in an imaginative text to develop characterisation. 	<p>I can:</p> <ul style="list-style-type: none"> identify dialogue in imaginative texts use correct punctuation in dialogue. describe why authors use dialogue in imaginative texts correctly use dialogue with purpose in an imaginative text.

Learning intentions and success criteria resources



<https://edu.nsw.link/explicit-teaching-sharing-learning-intentions>



<https://edu.nsw.link/explicit-teaching-sharing-success-criteria>

References

[English K–10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

[Science 7–10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

[Technology 7–8 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

AERO (Australian Education Research Organisation) (2024) *Explain learning objectives*, AERO.

<https://www.edresearch.edu.au/guides-resources/practice-guides/explain-learning-objectives>

Archer A and Hughes C (2011) *Explicit instruction: effective and efficient teaching*, Guilford Press.

Clarke S (2021) *Unlocking learning intensions and success criteria: shifting from product to process across the disciplines*, SAGE Publications Inc.