

Name \_\_\_\_\_

Date \_\_\_\_\_

*Aims and Criteria for Success*

*Harlem Village*

**AIMS:**

1. To align our expectations regarding effective aims
2. To categorize effective aims by creating an aim rubric
3. To analyze how to generate criteria for success



**Do Now**

**Directions:** *Eat the cookie!*

Please rank the following aims that I list aloud from 1-3. Three means that that the aim is outstanding 😊. Keep your answers a secret.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Ready, Aim, Fire!**

To practice multiplying binomials → \_\_\_\_\_

*Ask yourself:*

What are you measuring by the end of the period? Students multiplying binomials

How are they doing that? They are using the “F.O.I.L.” method

➔ To apply the “F.O.I.L.” strategy in order to multiply binomials

To review D.B.Q. strategies

*What are you measuring by the end of the period?* \_\_\_\_\_

*How are they doing that?* \_\_\_\_\_

*Rewritten aim:* \_\_\_\_\_

To ask questions as you read

*What are you measuring by the end of the period?* \_\_\_\_\_

*How are they doing that?* \_\_\_\_\_

*Rewritten aim:* \_\_\_\_\_

**Use these formats:**

To \_\_\_\_\_ by \_\_\_\_\_ ing (or)

To \_\_\_\_\_ in order to \_\_\_\_\_

**Knowledge Action Verbs:**

Define, name, record, match, select, underline, cite, sort, repeat, label, recall, listen, group, recite, choose, quote, list, memorize, relate, show, locate, distinguish, reproduce, describe

**Comprehension Action Verbs:**

Restate, identify, discuss, locate, retell, research, convert, annotate, translate, paraphrase, give an example, describe, report, recognize, review, observe, locate, outline, account for, interpret, explain, tell, express, summarize, ask, identify, calculate, expand upon

**Application Action Verbs:**

Translate, manipulate, exhibit, illustrate, calculate, sketch, interpret, prepare, make, experiment, list, apply, relate, operate, interview, paint, change, record, produce, compute, sequence, employ, show, solve, schedule, collect, demonstrate, dramatize, construct, use, teach, adapt, draw

**Analysis Action Verbs:**

Distinguish, contract, question, appraise, experiment, inspect, examine, probe, separate, inquire, arrange, investigate, sift, research, calculate, criticize, solve, interpret, compare, inventory, scrutinize, discover, survey, detect, group, order, point out, sequence, test, debate, analyze, diagram, contrast, relate, dissect, categorize, point out, classify, organize, differentiate, deduce, discriminate

**Synthesis Action Verbs:**

Compose, assemble, manage, pretend, arrange, organize, invent, generalize, systematize, compile, forecast, modify, devise, derive, propose, construct, plan, revise, collect, prepare, develop, originate, imagine, generate, prediction, combine, organize, write, suppose, formulate, set up, design, blend, create, produce, hypothesize, predict, concoct, infer, act, compile, reorganize, role-play, improve

**Evaluate Action Verbs:**

Judge, rate, validate, predict, assess, score, revise, infer, determine, prioritize, tell why, evaluate, compare, defend, select, measure, choose, conclude, deduce, debate, justify, recommend, discriminate, appraise, value, probe, argue, decide, estimate, criticize, rank, award, support, reject, referee

**As you skim, think about:**

- **Are there any verbs that you “over use”?**
- **Are there any that you “under use”?**

## Flip It

**Directions:** Here is a list of aims taken from a school before they did this aim's workshop 😊.

1. Please put a star next to the ones you think are exemplary.
2. If you feel an aim needs to be improved upon, change it by thinking about appropriate action verbs and the formats we discussed. 😊

Old Aim	Revised aim (if necessary)
To practice multiplying binomials	
Identify the 3 major categories of rocks and how the rock cycle works by creating "crops"	
To identify the branches of government	
To partner read section 4.2 of textbook	
To act out chapter 3 of <u>Watsons Go to Birmingham</u>	
To multiply integers using the "same means good/ different bad" method	
To correctly flip questions and answer in complete sentences	
To write a journal entry by zooming in on details	
To memorize the multiples of 6 by rolling our numbers	
To make text to self connections	

- S.** Specific
- M.** Measurable
- A.** Achievable (in one period)
- R.** Relevant (to standards, unit, etc)
- T.** Time Bound

### Challenge:

*What do you think about this aim?*

By the end of the period, to decode 10 real and 10 nonsense multi-syllabic words containing prefixes and suffixes with no more than 2 errors per trial

## Possible Pitfalls

**Directions:** *What follows is a list of aim “pitfalls,” things that we all have done or seen done. Is there anything else we could add to the list? Anything folks disagree with?*

- ☺ More than two aims a period
- ☺ Aims aren't written in the same place every day on the board
- ☺ Students cannot read the aims due to light color pen or unreadable handwriting
- ☺ Teacher doesn't read aim, or use aim at any point during lesson
- ☺ Language in aim isn't specific or measurable ; e.g. "learn", "discuss", "understand", "review" or \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- ☺ Aim isn't accomplishable in one class period
- ☺ There is no aim on the board (ie, students are publishing their papers, doing internet research, drawing pictures for a project, etc.)
- ☺ Aims often are on the first level of Bloom's Taxonomy (i.e. the “knowledge level”)

## Aimless Aims

*Here are some quick tips on how to incorporate aims into your everyday classroom routines. Feel free to mix it up!:*

- ✓ Put blanks in the aims to be filled by students on classwork
- ✓ Use aim daily during your share / closing
- ✓ During mini lesson, have a student read aloud the aim
- ✓ *Have the students do a mid-class and end of class process check answering the following: "Did you meet today's aim? How?"*
- ✓ \_\_\_\_\_

Evaluate

## Reaching Higher

Synthesis

On Tuesday, my aim is:

1. To identify the trait \_\_\_\_\_(voice) within the six traits of writing by reading three different writing samples and identifying the author's use of voice

Analysis

*So, let's take it up the ladder!*

Application

➔ Do we need to go directly to comprehension? Can we skip to application?

Wednesday aim:

Comprehension

Knowledge

Thursday aim:

Assessment:

## Analyze It! 😊

**D**irections: What makes an effective aim? A not effective aim? Create a rubric (using the chart paper provided 😊) in order to distinguish what takes it from not great (1) to pretty good (2) to outstanding (3). Feel free to break it up into categories.

## Criteria for Success

John Saphier, author of The Skillful Teacher, defines criteria for success as:

“The qualities that must be present for performance and products to meet expectations and be deemed successful. “What are the criteria?” means:

- “What should we look for in examining students’ products or performances to know if they were successful?”
- “What attributes should we use to judge the effectiveness of the product or performance?”
- “What counts?”

“A list of criteria (and exemplars) enable students to assess their current performances in light of the target. Criteria for success do not state what the teacher will do. .. Criteria for success name or describe the characteristics of the product performance, so the subject of the criteria should be the product or performance.”

For ex)

*Aim: to generate 2-3 topic sentences for paragraphs on our inquiry project and explain which topic sentence is stronger*

*Criteria for Success:*

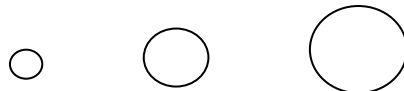
1. *Topic sentences are one sentence long*
2. *All sentences following topic sentence are related to the topic sentence*
3. *Topic sentence demonstrates proper punctuation and spelling*
4. \_\_\_\_\_
5. \_\_\_\_\_

When writing a lesson plan, I write the aim and then the criteria for success FIRST. Then, I try to ensure that all parts of the lesson align with those two elements. If they don't, I revise the aim and criteria for success. While I don't use criteria for success for every lesson, I find it helps me stay organized and focused when teaching. When teaching, I include the criteria for success either on the board or the handout so that the kids can go back to it if they need to. I also like to evaluate the kids using the criteria for success as a mini "rubric" or checklist. It also gives the kids the scaffold to evaluate themselves.

**Aim: to make text to self connections as you read**

**Criteria:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



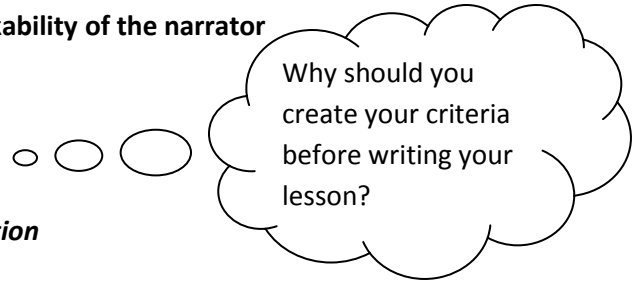
*Ask yourself:*

1. What does exemplary look like?
2. What did I model?
3. What are potential pitfalls?

**Aim:** to question the author's intentions by analyzing the likability of the narrator

**Criteria:**

1. (how many times?) *two times*
2. (what format?) *in 2-4 sentences*
3. (what must it include?) *citation and analysis of citation*
4. (what must it avoid?) *generalizations*



**Aim:** to create I wonder statements (5<sup>th</sup> grade)

**Criteria:**

**Aim:** to determine the main idea of a passage by identifying the most important information (6<sup>th</sup> grade)

**Criteria:**