

Developing Success Criteria

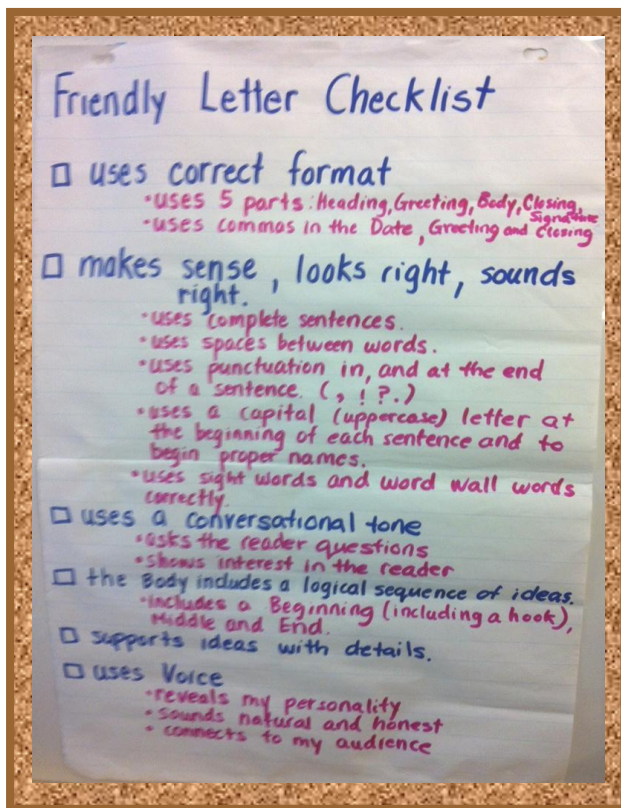
Teachers and students develop a common understanding of what is required to be successful in the attainment of a learning goal.

Why Should I Try This?

- ✓ Supports Assessment *for* and as Learning.
- ✓ Enables learners to take responsibility for their own learning by scaffolding the learning and how to recognize when they have succeeded.
- ✓ Empowers students to monitor their own learning and identify next steps through self-assessment and accurate feedback.

How do I find the time to do this?

It is a crucial part of the learning process!



How it Works

1. Consider your learning goal.
2. Provide students with tasks, models or examples.
3. Ask students (individually or in pairs) to identify “quality traits” that they observe.
4. Record student suggestions in student-friendly language which are relevant to the learning goal.
5. The teacher adds ideas to the list if students have missed key traits.
6. The teacher, with the class, sorts and categorizes the list by clustering the details and posts for students to reference.
7. Add, revise and refine success criteria if needed.

Other uses for this idea:

After the criteria chart is created, the class practices using the criteria to assess other samples and finally their own work. Then, based on their self-assessment, students set goals for their learning.

Once students regularly refer to the criteria, they are taught how to offer descriptive feedback to peers and a cycle of peer and teacher assessment supports students as they practice.

As the class uses the criteria, they may choose to change, delete or refine their success criteria. As student work improves, new samples may be studied in order to add new traits to the list.