Success Criteria

> *"Success Criteria describe in specific terms what successful attainment of the Learning Goals looks like."* (Growing Success, 2010)

What are Success Criteria?

Success Criteria:
- describe what successful ("on target") learning looks like
- are developed by the teacher through deconstructing and analyzing the curriculum/program expectations linked to the Learning Goal to determine what characteristics or qualities to look for in a student's performance/work
- answer the questions: "How will teachers and students know when the Learning Goal has been met? What are we looking for during the learning to inform our instruction?"

What are the characteristics of effective Success Criteria?

Effective Success Criteria:
- are established by the teacher and clearly show students how to successfully demonstrate learning at the end of an instructional period
- allow for differentiation in process and product based on student needs
- are expressed in clear language which is meaningful to all learners
- can be refined during the instructional period, depending on student needs

> *It may be important to articulate the steps required to complete a task; however, these steps do not describe successful attainment of learning and are not Success Criteria.*

How do teachers use Success Criteria to inform their instruction?

As teachers plan with the end in mind, they determine how students will demonstrate their learning and then describe appropriate Success Criteria. Throughout the instructional period, teachers engage students in conversation that helps students understand what successful learning looks like.

Teachers use Success Criteria to:
- determine and develop teaching points or lesson learning foci
- develop assessment tasks and tools
- focus their conversations and observations related to Assessment for Learning - How are students responding to instruction? What other learning opportunities do they need?
- provide specific descriptive feedback to students

When and how do students use Success Criteria?

Success Criteria are shared with students in a variety of ways to ensure that students are engaged in identifying, clarifying, and applying Success Criteria throughout their learning.

Students are engaged with Success Criteria in the following ways:
- moderating and/or deconstructing work
- applying Success Criteria to their own work and the work of peers
- referring to Success Criteria while giving/receiving/responding to feedback

What does it mean to "co-construct" Success Criteria?

Co-construction is a process whereby teachers facilitate conversations or experiences which lead students to understand the criteria that have been pre-determined by the teacher. Teachers and students engage in this process in a variety of ways, such as:

- deconstructing student exemplars
- developing anchor charts together
- examining evidence of learning/student work
- examining "real-life" examples (e.g. sculpture, engine, newspaper article, blog, etc.)

This process allows Success Criteria to be expressed in a way that is accessible and relevant to learners.

Handing out a rubric does not mean that Success Criteria will be understood by students.

For information on the relationship between Learning Goals, Success Criteria, evaluation and reporting, please refer to the WRDSB Elementary and Secondary Assessment, Evaluation and Reporting handbooks.