

SUCCESS CRITERIA

EFFECT SIZE: 0.64

High-Quality Instruction Cycle Connection:

Step 1: Goals and Outcomes

Utah Effective Teaching Standards Alignment:

- Standard 1, Element 4
- Standard 2, Element 1
- Standard 3, Element 2

Personalized, Competency Based Learning Framework Essential Component:

Culture of Learning

WHAT?

Success Criteria are the standards by which the task or project will be judged at the end to decide whether or not it has been successful. They are often brief, co-constructed with students, aim to remind students those aspects on which they need to focus, and can relate to the surface (content, ideas) and deep (relations, transfer) successes from the lesson(s). Source: [MetaX](#)

WHY?

The effect size of success criteria is 0.64 which is about 1.5 years of growth for one year of learning. Success criteria alert the learner about the destination and provide a map of how to get there. These criteria empower students to assess their own progress. A clear sense of what the goal is and what it will look like as they move towards that goal can act like a cognitive beacon around which students can organize and orient their learning.

HOW?

Establishing learning intentions and success criteria is the first step in planning formative assessment. Learning intentions describe what students will learn (not what they will do) during a lesson. Success criteria are derived from the learning intentions, but they are more

specific. They are linked to actions and allow the learner to make their learning visible. Success criteria articulate what evidence learners must produce to demonstrate their progress toward learning intentions. Success criteria serve as launching points for differentiating instruction.

PREPARATION:

- Analyze the Utah Core Standards for concepts and skills.
- Ensure success criteria are closely linked to the learning intention(s).
- Ensure success criteria are challenging and support rich, productive learning experiences.
- Write success criteria in language that students can understand and use.
- Incorporate “I Can” statements to communicate the success criteria from the students’ perspective.
- Describe what students need to say, do, make or write to show they have met the learning intention.

IMPLEMENTATION:

Teacher Actions

- Communicate success criteria to students in language that is appropriate for the students’ understanding and from their perspective.
- Share examples of student work and show how it relates to the success criteria.
- Co-construct success criteria with students (for example, demonstrate examples and non-examples, asking students to identify key features of a successful demonstration of knowledge or skills).
- Provide opportunities for students to access background knowledge.
- Provide opportunities for self-assessment.

Student Look-Fors

- Monitor their current level of understanding and where they need to go next in their learning progression.
- Contribute to the learning community by evaluating their own and their peers’ learning.
- Perceive “mistakes” as valuable steps in learning.

Reflection

- How well did I align success criteria to the learning intentions?
- To what degree did students understand the language of the success criteria?
- How well were students able to compare their current level of performance with the success criteria?
- How might I modify the success criteria to be more clear/easily understood?

Go Deeper—Resources to learn more

Frey, N., Hattie, J., Fisher, D. (2018). Developing Assessment-Capable Visible Learners. Corwin Press.

Ainsworth, L., Donovan, K. (2019) Rigorous Curriculum Design: How to Create Curricular Units of Study That Align Standards, Instruction, and Assessment. ICLE Professional Publications.

https://csaa.wested.org/wp-content/uploads/2020/02/FAI_eReader_Writing_Tips_LG_SC.pdf

<https://csaa.wested.org/wp-content/uploads/2020/10/Communciating-Learning-Goals-and-Success-Criteria-with-Students.pdf>

https://csaa.wested.org/wp-content/uploads/2019/11/BuildingBlocks_Math.pdf

Tools to Try—<https://csaa.wested.org/wp-content/uploads/2020/02/Lesson-Plan-Feedback-»-LG-and-SC.pdf>



HOME CONNECTIONS

- Invite parents and family members to help their children assess what they already know when confronted with a “life” problem.
- Next time their child is faced with a challenge and is not sure how to proceed, encourage the child to think about what they already know or know how to do. This process can help spark their next steps.

For further information, please contact:
Jennifer Throndsen, Director
Teaching and Learning
Jennifer.Throndsen@schools.utah.gov