

Enfield Public School

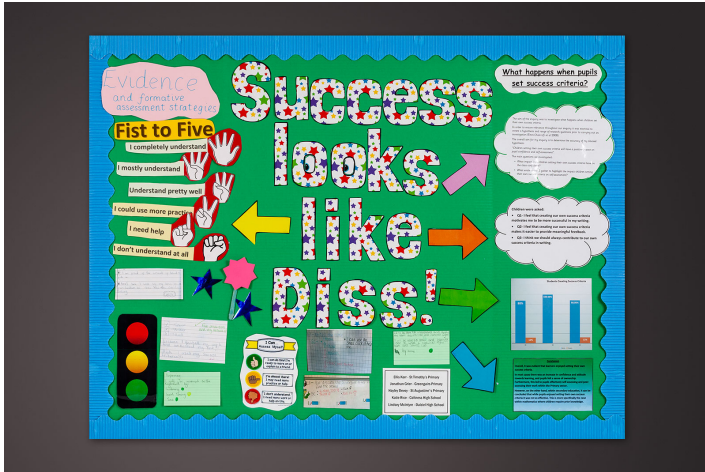
# Success Criteria

## Wednesday 12 August

### 2020

# What does 'Clarity' say about Success Criteria???

1



2

Success Criteria:

I can

- write a broad statement using provided information, observation, and experience;
- identify and describe the regular or repeated form of reflected rays;
- locate, label, find examples of convex and concave mirrors.

**Success Criteria  
MUST paint an  
accurate picture of  
what is TRULY the  
essential learning  
that will be assessed  
in the Learning  
Intention.**

TRULY

**2. Success Criteria:**

- **Co-constructed and Visible**
- **Posted in a classroom**
- **Updating them as learning grows and inquiry progresses**
- **Students use them in an ACTIVE way to articulate and OWN their next steps progresses.**

MUST

CO-  
CONSTRUCTED

3

# Learning Targets and Success Criteria 101

Introduction to support our Theory of Action - Overview of John Hattie's work on Learning Targets and Success Criteria

## What do others say about Success Criteria?

### SUCCESS CRITERIA ARE MOST EFFECTIVE WHEN:

- they are clear and specific to avoid ambiguity. If too general they risk becoming meaningless, providing little guidance to students
- exemplary samples of work are also provided to help clarify and communicate what quality looks like

AITSL

3. **John Hattie:** 'Many students are not going to know (what they should be learning as a result of doing) unless it is **CLEARLY** signposted – learning intentions (or objectives) and learning outcomes (or success criteria.)

3. **Dylan Wiliam:** A key strategy for Dylan Wiliam's Assessment for Learning is, "clarifying and understanding learning intentions and criteria for success"

*"Many teachers provide students with lists of 'success criteria' but these are often opaque to students..."*

	1 Clarifying, sharing and understanding learning intentions and criteria for success
2 Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning	3 Providing feedback that moves learning forward
4 Activating learners as instructional resources for one another	5 Activating learners as owners of their own learning

4

# And what about Shirley Clarke I hear you say....



Understanding Formative Assessment  
*active learning not mechanistic strategies*

Shirley Clarke  
MEd, Hon DEd  
Associate, Institute of Education  
University of London

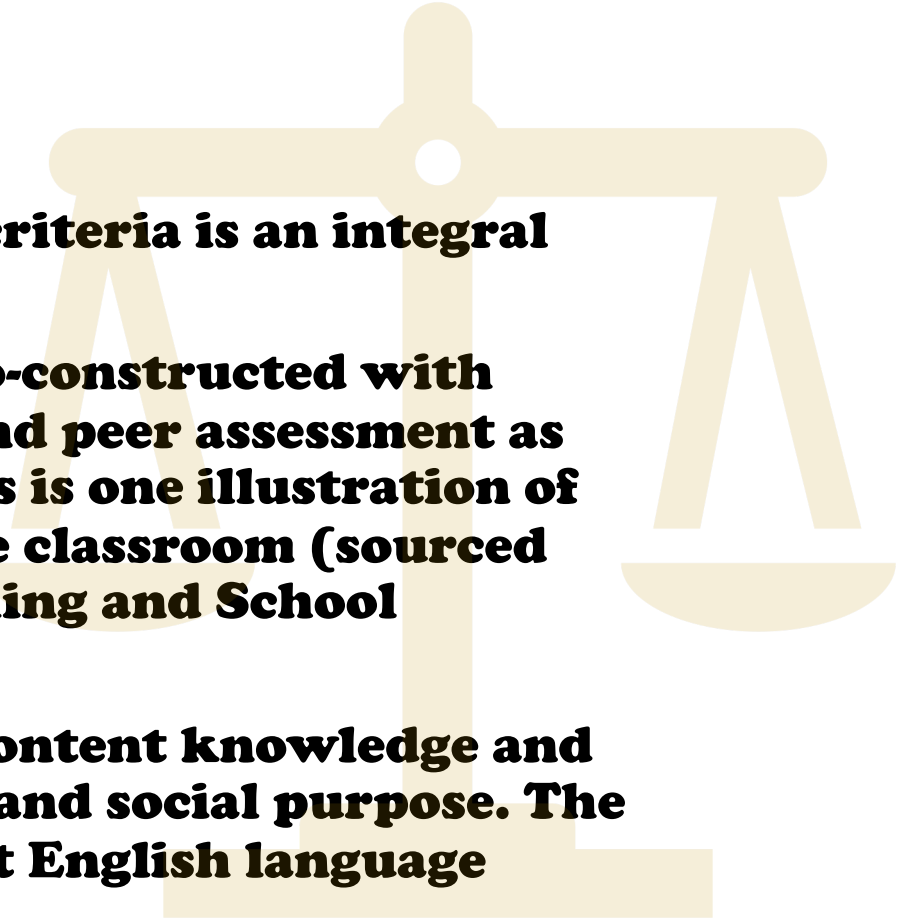


- **There can be both product and process success criteria. As teachers we are generally pretty good at providing product success criteria (although we may not explicitly label it as such). As for the process success criteria... Think about what gets said at the end of the lesson or the beginning of the activity. There are a lot of verbal instructions that some students get, some get part of, and others get muddled.**
- **Clarke also tells us that to have the maximum impact, success criteria:**
  1. **Need to be known and shared**
  2. **Should be the same for all learners (differentiation happens with the activity, rather than the success criteria)**
  3. **Can be used across the curriculum**
  4. **Need to be referred to constantly by students**

# And our very own CESE (April 2020)



- **Discussion and agreement on success criteria is an integral step in effective assessment practice**
- **Success criteria can be presented or co-constructed with students and facilitates student self and peer assessment as well as enabling quality feedback. This is one illustration of how success criteria can be used in the classroom (sourced from the Australian Institute of Teaching and School Leadership)**
- **Success criteria should include both content knowledge and English language structures, features and social purpose. The ESL Scales provides information about English language structures and features**



# Common misunderstandings



- **Misconception #1: Informing the students of the learning target by telling them what it is or by writing it on the board is sufficient. The assumption behind this practice is that writing the objective on the board puts the objective inside the students' heads.**
- **Misconception #2: Sharing a rubric with students will ensure they understand the criteria for success. Sharing a rubric with students is a good start, but as with the objective, you need to check for student understanding of what the criteria mean**
- **Misconception #3: Giving students detailed information about how to be successful can be enormously powerful. Bullet pointed 'success criteria' can be useful if derived from deconstructing an exemplar, patiently scaffolded and then practised, but all too often students are handed an inert checklist of what to include in their work. This is only likely to be useful if they already know what they're doing.**

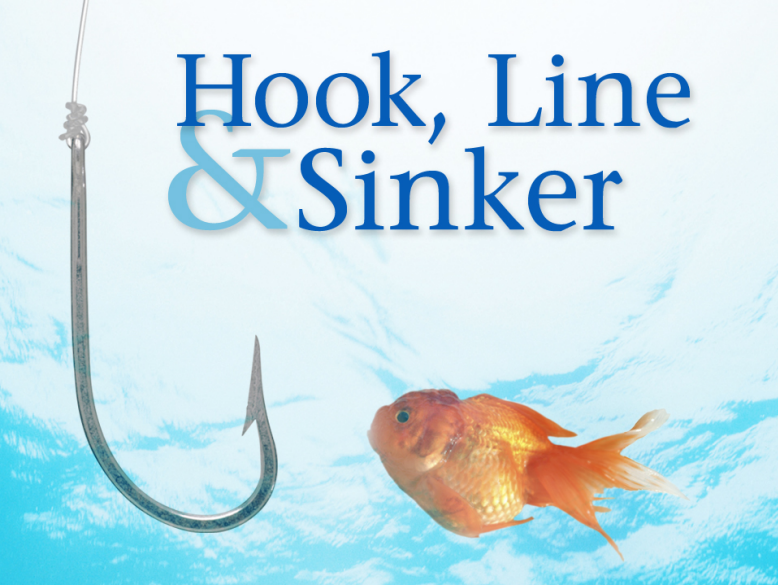
# So what is essential!.... (BACK TO CLARITY!)



- **SC must be clear, visible in classrooms, and easily understood by students. Most important, SC must paint an accurate picture of what is truly the essential learning that will be assessed in the LI.**

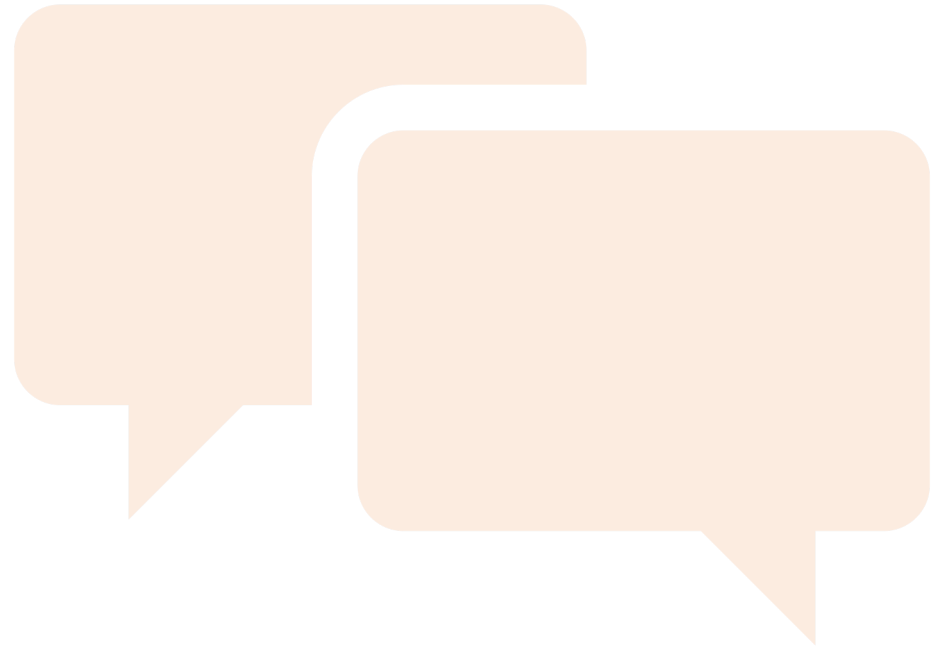


# Hook, Line & Sinkers



## Present Your Research

- <https://forms.gle/s92dojYbuAyAZwmZ8>







# THANK YOU!

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ENFIELD PUBLIC SCHOOL – James Wratten and Olivia Ong