Consider assessment

Success criteria

Success criteria summarise the key ingredients or processes which link directly to the learning intention/goal. They articulate the main things to do, include and focus on. Success criteria can be expressed as process and/or product criteria, depending on the learning being covered and could include a sequence of instructions or a list of 'remember to' prompts. Success criteria need to be concrete, measurable, observable and open to negotiation.

Success criteria:

- are closely linked to the learning intention
- show the students what they are aiming for and how to get there
- support students to self and peer assess, independent of the teacher and in ways that are not always reliant on teacher judgement
- make it clear to students what it is they are going to be judged or evaluated on
- give students something to refer to when they want to check if they are on track or not
- are specific to the activity and will vary with each activity, even if the activities share a common learning intention
- are agreed with the pupils in advance. (This discussion aspect is particularly important in the classroom to get students involved in the learning and upcoming activity before it begins).
- encourage responsibility and independence by scaffolding peer and self-assessment
- are revisited and used to provide pupils with feedback on their learning. (This feedback can be provided by both teacher and other students).

Writing effective success criteria

Learning Intention: We are learning to write a narrative
Context: A ghost story
Activity: Writing a ghost story

Example 1

What I am looking for:
- a story that people enjoy reading
- a story that frightens people

*The criteria above are **not** success criteria because they focus on reaction rather than guidance on how to achieve the effect.*

Example 2

What I am looking for:
- an opening paragraph that sets the scene
- a build up of tension/suspense
- spooky adjectives and powerful verbs
- a cliff-hanger at the end

The success criteria listed above, however, provide students with the key ingredients needed to show that they fulfil the learning intention. If they can do these things, then they have shown they understand how to write a narrative.

Examples of success criteria

Learning intention/goal	Context	Activity	Success criteria
Write persuasively using different techniques	Culling of kangaroos	Writing a letter to the local MP	What I am looking for: • A statement of your viewpoint • A number of reasons for this with evidence • A number of reasons from an alternative standpoint • Attempts at evoking empathy with the recipient • Recommended alternative action • A summary • Reasoning connectives
To share quantities	Ratios	Completing a worksheet	What I am looking for: • Add the parts eg. 2:3 2+3=5 • Write each ratio as a fraction 2/5 : 3/5 • Multiply each fraction by the whole eg 2/5 of 20
To know ways of controlling drought	Savannah grassland	Compiling a table	What I am looking for: • List the different causes of drought • Explain how these could be reduced • List your recommendations for how people can cope and live with drought • Make comparisons with drought in Australia
To present an argument	Healthy eating	Giving a speech	Remember to: • include opening and closing statements • give reasons for and against • use evidence to support use language to persuade
To calculate the passing of time in 5-minute intervals	Reading clock faces	Completing p.34 of textbook	Remember to: • count from the minute hand • stop where the minute hand finishes • count in fives • go clockwise
To write an effective introduction for a piece of persuasive writing.	Racism	Writing an introductory paragraph about the effects of racism	What I am looking for: • an opening statement defines the topic • a 'hook' for the reader e.g. rhetorical question, controversial statement, quotation • the writer's opinion • a general statement about the content of the essay.

Model the process or show an exemplar

A model or exemplar provides students with an opportunity to see what the learning might look like and to discuss and discern what 'quality' is, or is not.

The modelling or exemplar can be used to co-construct success criteria with students.

Rubrics

Rubrics are based on a number of levels or performance descriptors that successively work towards high achievement and link to the success criteria for the learning intention/goal.

It is a good idea to involve students in developing assessment rubrics and to display them throughout the learning experience so that students can keep in mind the criteria for completing a task successfully.

A rubric identifies:

- criteria: the aspects of performance (e.g., argument, evidence, clarity) that will be assessed
- descriptors: the characteristics associated with each dimension (e.g., argument is demonstrable and original, evidence is diverse and compelling)
- performance levels: a rating scale that identifies students' level of mastery within each criterion.

Some rubrics describe three levels of performance; others have more. The terminology used in the descriptors will differ but what matters is that the rubric makes the levels of performance clear for both teachers and students.

Rubrics can be used to support both teaching and learning

For example:

A 3-level rubric with performance levels such as *Yes I can*; *Almost*; *Not yet* can guide what is taught during modelled, guided and independent teaching. If most students are in the *Not yet* descriptor, further modelled teaching needs to occur for those students, the students who are in the *Almost* descriptor require further guided support, while the students in *Yes I can* should be practising and applying the learning or moving to new learning.

Terminology

Whatever the terminology used within the rubric, it is important to apply the terminology consistently and explain exactly what it means. For example:

- *When prompted* might include: a reminder to check a wall chart; a quick review; a reminder to think about previous learning.

- *I need help* might mean: I have not got the concept yet; I need further modelled teaching; when you/someone sits with me and takes me through it, I can do it.

- *A scaffold* could include a template, a worksheet, a wall chart, a mind map, etc.

- *Most/usually* means approximately 75%/75% of the time

- *Some/sometimes* means approximately 50%/50% of the time

- *Few/occasionally* means approximately 25%/25% of the time

- When deciding on performance levels, try thinking of the words *"yes", "yes-but", "no-but",* and *"no"* to create your gradations.

Ideally the rubric should include the learning goal/intention and the success criteria with performance descriptors/levels of performance. This could form an individual recording sheet.

Example rubric

Global learning intention:	Specific learning intentions:	Success criteria	Not yet	Almost	Yes I can
To write an information report	Research information	• locate relevant information using books and the internet • read and locate key words and ideas and write them in your book • organise information into headings			

The rubric to accompany the above recording sheet might look like this:

Research information	Not yet	Almost	Yes I can
Locate relevant information using books and the internet	Information doesn't fit with the topic.	Either books or internet used to locate information. Information fits with the topic.	Both books and the internet used to locate information. Information fits with the topic.
Read and locate key words and ideas and write them in your book	Slab copying or only one or two key words recorded.	Some key words and ideas recorded.	All important key words and ideas recorded.
Organise information into headings	Few key words organised; headings inappropriate.	Key words and ideas organised under inappropriate headings **or** only some key words and ideas organised under headings.	All key words and ideas organised under appropriate headings.

Useful guidance in writing performance descriptors for rubrics can be found on the Assessment for Learning website and the Rubistar website.

Display success criteria

Success criteria can be displayed for students as in the following examples:

Global learning intention:	Specific learning intentions:	Success criteria
To write an information report	To research information	• locate relevant information using books and the internet • read and locate key words and ideas and write them in your book • organise information into headings

We are learning….

to represent data on a line graph

To be successful we will need to…
- mark and label axes on the graph
- use an appropriate and even scale
- plot the information accurately
- give the graph a label/title.