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INTEREST IN  
CORWIN

Please enjoy these complimentary lessons from  
*Becoming an Assessment-Capable Visible Learner*,  
Grades 3-5.

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# What Does Success Look Like?



Teacher clarity:  
**0.75**

Assessment-capable  
visible learners:  
**1.44**



## Co-Constructing Success Criteria

This lesson invites students into creating the success criteria with you as a class. Ensure that students are aware that the learning intention and success criteria are critical elements of becoming an assessment-capable visible learner. In addition, students need to have a clear understanding of what success looks like in terms of their performance. This lesson will get students thinking about just that as they collaborate with their peers to determine what success looks like for today's learning intention.

Prior to the What Does Success Look Like? lesson, create learning intentions and success criteria for the lesson so that as the students are co-constructing the success criteria with you, you have already identified key skills and concepts that you need to listen for.

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## What Does Success Look Like?

LESSON

4

How do you know where you are in your learning?  
Look at the learning intention and success criteria!

### *Ask...*

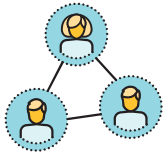
- *What is the learning intention?*
- *What are the success criteria?*
- *What steps have I taken to meet the success criteria?*
- *What steps do I still need to take?*

### *Build success criteria.*

This means you are going to figure out what evidence you will need to prove that you have mastered the learning intention.

4

## What Does Success Look Like?



### Co-Constructing Success Criteria

#### Sample Learning Intention

*Determine how a character changes throughout a story.*

#### Success Criteria

What would you need to be able to do as proof or evidence that you mastered the learning intention(s)? Come up with two to four success criteria:

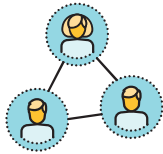
1

*I can identify key details about the character at the beginning of the story.*

2

3

4



## Co-Constructing Success Criteria

Date: \_\_\_\_\_

Today's Learning Intention is ...

### Success Criteria

How will you prove that you mastered the learning intention? What evidence will you show? Come up with two to four success criteria:

1

2

3

4

4

### What Does Success Look Like?

**Think  
About It**



Now that we've taken the time to co-construct success criteria for our learning intention(s), think about the following questions:

**1**

**What is something that will be challenging for you?**

**2**

**What is something you can easily do?**



## Teacher Talk

Have students open up to page 25 in their notebook.

*Today I am going to invite you into the creation of our success criteria. I am going to let you know what our learning intention is and then, as a class, we are going to develop the success criteria together.*

*Before we take a look at our learning intention, let's look at one to practice with. Look at the sample learning intention—Learning Intention: Determine how a character changes throughout a story.*

*With a partner, I want you to come up with at least two success criteria for the learning intention. Remember, success criteria are the smaller things that you need to accomplish in order to be able to master the whole learning intention. Try and think about the steps that you can accomplish along the way. Let's do one together as a class, and then you can work with your partner to come up with more.*

Give students a few minutes to generate success criteria for the sample learning intention. Once students have had time to come up with success criteria, invite pairs to share their success criteria with the class.

*Now that we have looked at a sample learning intention and created success criteria, let's look at our learning intention for today.*

Share the learning intention with the students on something they can see—whiteboard, interactive whiteboard, for example.

*Copy the learning intention down in your notebook on page 27. Now take a moment and individually think about what possible success criteria might be.*

After students have had a chance coming up with possible success criteria, have them get into groups of four.

*In your groups, take turns sharing the success criteria you all came up with. As a group, be prepared to share three solid success criteria for today's learning intention.*

After groups have had time to come up with their success criteria, bring it together as a whole class. Allow

each group to share one of their success criteria with the rest of the class. Capture the success criteria shared on something that all students can see. Help steer the discussion if students are struggling to capture the success criteria appropriately. After each group has shared their success criteria (and hopefully groups will have overlapping success criteria), review the final list with the class. As the teacher, use your discretion to scale down or add to the list that students created.

*Now that we have identified the success criteria for today's lesson, take a moment to think about what might be challenging for you and what you predict might be easy.*

After students have had a chance to capture challenges and potential easy areas of learning, bring the lesson to a close and move into the planned lesson for the learning intention.

## Student Action

- Partner activity
- Whole-class activity
- Individual assessment