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Becoming an Assessment-Capable Visible Learner,
Grades 6-12.

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What Does Success Look Like?

5

Overview

This lesson invites students to create success criteria together with you and the class. Ensuring that students are aware of the learning intentions and success criteria is a critical element of them becoming assessment-capable visible learners. 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.

Teacher Preparation

Prior to this lesson, create a learning intention(s) for the day's lesson. This way, 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.

Teacher Planning Notes:



TIME:

15 minutes



**ASSOCIATED INFLUENCE
AND EFFECT SIZE:**

Teacher clarity: 0.75

**Assessment-capable
visible learners: 1.44**



**RELATED TOOLS
AND RESOURCES:**

**Co-constructing
Success Criteria
Template**

What Does Success Look Like?

LESSON

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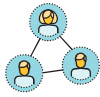
Assessment-capable visible learners know their current level of understanding. In order for you to determine your current level of understanding, you need to know and internalize the learning intentions and **success criteria** for the lesson. Sometimes, as the teacher, I need support in determining what the success criteria for a lesson are. And what better support than all of you! Today, we are going to co-construct our lesson's success criteria. Which means that as a class we are going to collectively figure out what you would need to show evidence of to prove you have mastered the learning intention.

Before we look at our learning intention(s), let's practice creating success criteria for a different scenario.

Learning Intention and Success Criteria	
Learning Intention:	After reading Chapter 6 of <i>Animal Farm</i> , describe the contradictions in Napoleon's actions and words.
Success Criteria:	What would you need to be able to do as evidence that you mastered the learning intention? <i>Come up with at least three success criteria.</i>

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What Does Success Look Like?



Co-constructing Success Criteria

Date: _____

Today's Learning Intention(s):	
Success Criteria:	What would you need to be able to do as evidence that you mastered the learning intention(s)?

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

1. What will be something that is challenging for you?
2. What will be something you can easily do?

Teacher Talk

Have students open up to page 33 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: I will write an essay about the best kind of food to eat."

With a partner, come up with at least three success criteria for the learning intention. Remember, success criteria need to be something that are measurable.

Give students a few minutes to generate success criteria for the sample learning intention. Then invite pairs to share their success criteria with the class.

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

Share your learning intention with the students on something they can see—whiteboard, SMART board, etc.

Copy the learning intention down in your Learner's Notebook on page 34. Now take a moment to individually think about what possible success criteria might be. Jot down your ideas.

After students have had a chance to come 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 them together as a whole class. Allow each group to share one of their success criteria with the rest of the class; capture these success criteria on the whiteboard, SMART board, etc. 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. Go ahead and fill in that part of your notebook.

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

Student Action

- Partner activity
- Whole-class activity
- Individual assessment