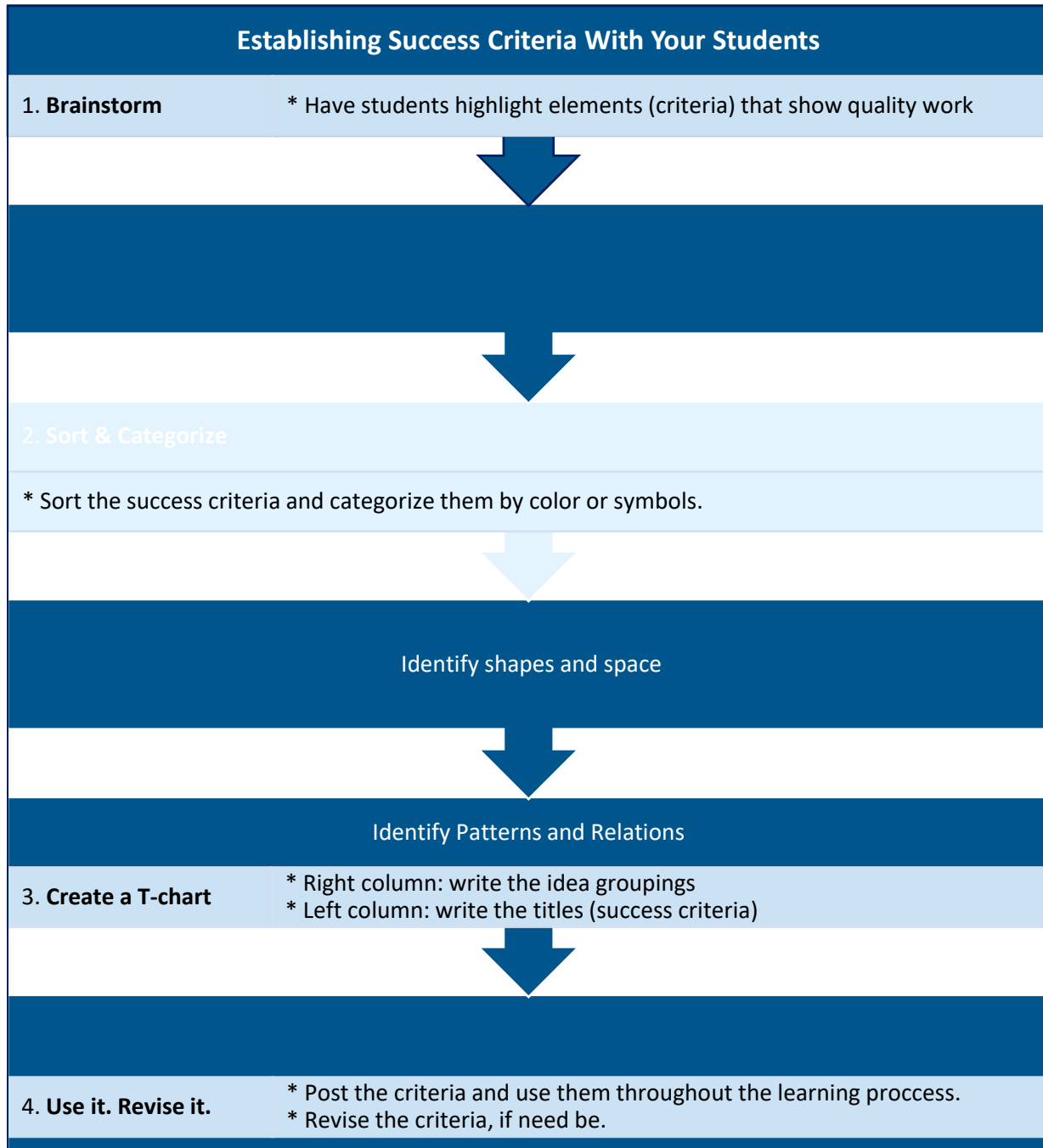


Developing Success Criteria

A four-step process when setting criteria with students.

Following a four-step process encourages student participation, understanding and ownership. The first three steps are done prior to or at the very beginning stages of the assignment to help students answer *Where am I going?*. The figure below outlines the four-step approach suggested by Anne Davies (2011) to establish success criteria with students within a classroom.



Cameron, C., & Davies, A.. (2011). *Setting and Using Criteria For Use in Middle and Secondary School Classrooms*.

Following the four-step process with students encourages student participation, understanding and ownership. It is important to remember that the first three steps need to be done prior to or at the very beginning stages of the project or assignment.

Step One: Brainstorm

Teachers and students already have an idea of what the success criteria are. Using everyone’s ideas helps to build ownership and understanding of the task’s expectations.



1. Ask students questions such as, “What counts in writing a paragraph? What might be important in an oral presentation?”
2. Record all the ideas in the students’ own words.
3. Contribute your own ideas if the students have not focused on some of your expectations in relation to the curriculum.



Step Two: Sort and Categorize

Limit the success criteria in a way to not overwhelm the students (e.g., 3-5 ideas). Use language that the students can understand.



1. Have the students group common ideas together by saying, “I see that these ideas fit together. What big idea or common heading could we use to put these together?”
2. Show ideas that fit together by using different colours or symbols to code them. Label these ideas under a common heading.
3. Grouping similar ideas helps students understand and remember the success criteria as they use it in their work.

Step #2: Sort and Categorize (Group together common ideas from the success criteria list)	
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Step Three: Create a T-Chart

A visual reminder of the success criteria reminds students of what they are working towards (*Where am I going?*) Students are also able to work more independently and to take ownership on their learning and assessment journey.



1. Using a large T-Chart, label the common heading from the brainstormed list. These are the success criteria categories that are put onto the left-hand side of the T-chart.
2. On the right-hand side of the T-Chart, place the specific ideas from the brainstormed list under their common heading.
3. Post the T-Chart and ask, “Do you need any more categories or details to understand and remember any of the criteria?”

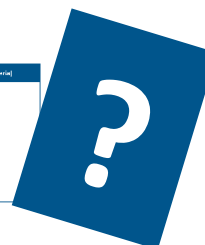
Step #3: T Chart of Description and Criteria	
Description	Criteria

Step Four: Use it. Revise it.

Setting criteria is an ongoing process. Re-examine, add, revise, change or refine the success criteria throughout the year.



Step #4: Use and Revise (T-Chart of Description and Criteria)	



Developing Success Criteria Template

Step # 1: Brainstorm *(Brainstorm a list of success criteria or possible responses.)*

Shape A

- It is a 6x6 square cm²
- An area of 36 cm²
- Many squares within the square
- It's easily divided in half both ways (columns or rows)
- It's symmetrical
- It can easily be divided into quarters 4x9
- The perimeter is 24 cm
- 90-degree angles
- 4 corners
- 2 sets of parallel lines
- Both 2D
- If you rotate the square 90 degrees it's the exact same shape and 270 degrees
- SHAPE B
- 3x9 easily divided into thirds
- rectangular
- Also has a perimeter of 24 and parallel also symmetrical
- Area of 27 cm²
- If it was rotated it wouldn't look the same as the other square
- Minecraft
- Four corners- four sides
- It's able to rotate 180 and 360 degrees and look the same (Both shapes)
- Volume of zero for both
- There are blocks
- There are dark lines and light lines
- Length and width
- Quadrilaterals (4 sided figure)
- Vertical and horizontal
- You

Step #2: Sort and Categorize *(Group together common ideas from the success criteria list.)*

Math terms	symmetrical, perimeter, area, parallel, measurement, cm ² , divided, 2-D, degrees (90 or 270) Rectangular, volume, length and width, quadrilateral, vertical horizontal
Descriptions	Many squares within the square, easily divided in many ways, easily divided into quarters (4x9), 4 corners, 2 sets of parallel lines, both are 2-D shapes, rotating the shape gives you the same dependent on how your rotate, 90 becomes 270 the further you rotate Divides into thirds, rectangular, parallel and symmetrical lines, wouldn't look the same when rotated, Minecraft, four corners and four sides, no volume for both, there are blocks, dark lines and light lines, quadrilateral, vertical or horizontal
Measurements	6x6 square cm ² , area=36 cm ² , perimeter= 24 cm, 90 degree angles 3x9, perimeter = 24 cm ² , area=27 cm ² ,

Step #3**T-Chart of Description and Criteria**

Description	Criteria
Just adequate performance	<ul style="list-style-type: none">• Understand how to find the area but don't include units (27 cm² and 36 cm²)• They recognize that it's a 2-D shape but not that it has volume• Understand some line types of example is know what a parallel line is but not a perpendicular line• Be able to recognize some shapes but missing harder shapes like a trapezoid• Be able to recognize what the shapes are but not able to differentiate between them• They should be able to understand moving a square (rotation) but struggle to see how it works for a rectangle as it has different lengths

Step #4**Use and Revise (T-Chart of Description and Criteria)**

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Adapted from Davies (2011).

