

How To Co-Create Success Criteria with Students

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Why use this resource?

If a soccer field was missing the goal, it would be pretty obvious to the players and coaches. But when it comes to assignments and projects, recognizing the goal (or recognizing that there isn't a clear goal) isn't always so easy. **A lot of the planning teachers do happens in their heads. They may know the learning goals and success criteria, but do students?**

Co-creating success criteria with students helps them:

- Engage successfully in peer feedback and self-assessment
- Internalize the information and take steps to move forward from feedback
- Actually meet the success criteria
- Engage more deeply and feel in control of their learning



So, how do you find the time to co-create success criteria? You probably already take the time to reteach, intervene, and remediate, right? What if, instead of using the time to reteach, you spent time co-creating success criteria and found that you had much less need for intervention? Co-creating success criteria can make instruction more effective, so that students engage more successfully in the learning process instead of getting stuck in an endless cycle of assessment and remediation.

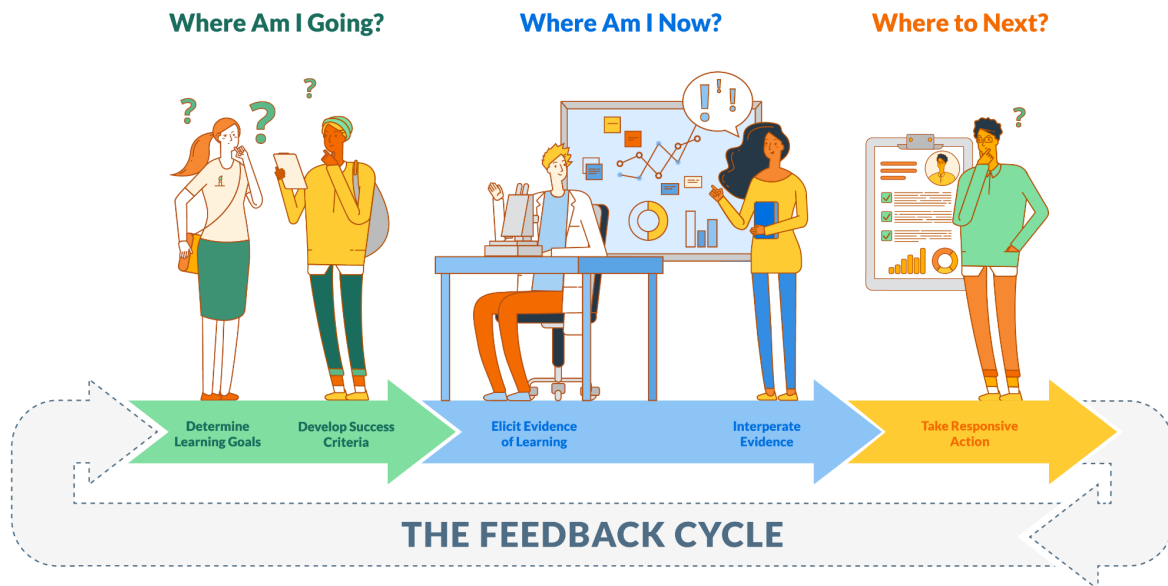
How to use this resource

Step One:

Take time to understand the [feedback cycle](#) and where [success criteria](#) fit in.

The Feedback Cycle

1. Where am I going? (What are my learning goals?)
2. Where am I now? (Have I met the success criteria yet?)
3. Where to next? (And, how will I get there? What do I need to keep doing to meet my goal?)



Step Two:

Review the strategies on the next pages; they are categorized according to easy, moderate, or high level preparation and implementation. Choose and customize what works best for you to get started co-creating success criteria with students.

[Easy Preparation and Implementation](#)

[Moderate Preparation and Implementation](#)

[High Level Preparation and Implementation](#)

Strategies for Co-Creating Success Criteria with Students

Easy Preparation and Implementation	
Construct an Understanding	<p>Create an assignment and write your own success criteria. Then, with students, co-construct <i>an understanding of the criteria</i>, not necessarily the criteria itself (i.e. students review the success criteria and then you facilitate a discussion or other activity to help them understand the criteria). Ideas are below:</p> <ul style="list-style-type: none"> • Review the standards, learning goals and objectives, etc. and ask students to rewrite them in their own words. • Annotate the assignment and/or a rubric for key words and phrases/important ideas to remember. • Share and discuss exemplars. • For more on <i>how to write effective learning goals and success criteria</i>, click here.
Sloppy Success Criteria	Provide students with success criteria and a piece of work that <i>does not</i> meet the success criteria, and ask them what went wrong.
Signs of Success	Provide students with success criteria, a piece of work that <i>does</i> meet the success criteria and ask students why/how the work meets the criteria.
Skill Demonstration	Demonstrate a skill and ask students “What did I just do?” and/or “What did I do well?” as a way to determine success criteria for an assignment.
WAGOLL Wall	Create a “What A Good One Looks Like” (WAGOLL) wall. This is a collection of work samples, usually on a wall inside the classroom, where you can share exemplary work. Students can refer to the WAGOLL while evaluating their own or their peers’ work.
Quick Conversation	Facilitate a quick discussion of what success looks like for the day. Give your thoughts and ask for input, then write 1-3 success criteria on the board or in another shared space.

Moderate Preparation and Implementation	
Co-Constructing Criteria	Develop an assignment or assessment and then invite students to give feedback on what success might look like for this assignment. Create success criteria from their feedback.
Co-Constructing Criteria with Exemplars	In small groups, give students copies of previous work samples for an assignment and identify strengths and weaknesses (either scoring them on a rubric or coming up with their own rubric). Have groups/pairs share the criteria they wrote down, look for common themes throughout the class, and decide together what the criteria should be for the assignment.

High Level Preparation and Implementation	
Co-Constructing an Assessment	Build an assignment or assessment from scratch with students, asking for their feedback along the way.
Build Single Point Rubrics	Build single point rubrics . A single point rubric includes just a single column of criteria, rather than a full rubric with performance levels and descriptors. Students are more likely to engage with the rubric and teachers are more likely to give high quality feedback when a single criteria is targeted.
Bump It Up Wall for Self-Assessment	Create a Bump It Up wall. Share annotated work samples at different levels of quality on a wall in the classroom (ideally, annotated with scored rubrics attached). Ask students to review their work against the samples to self-assess their performance and to determine how they might improve the quality of their work before sharing it with the teacher.

Tips for Co-Creating Success Criteria with Students

- Whatever success criteria you create, it should help students answer questions like, “How will I know if I have been successful in my learning today?” or “How am I doing with my learning?”
- Revisit, revise, and refine success criteria over time.
- Use portfolios to show student progress over time.
- Use “I can...” statements when creating success criteria. Take a strengths-based approach to allow students to identify where they are currently with their learning versus where they are not. (Think about the feedback cycle.)
- Reference success criteria throughout lessons and provide opportunities for students to use the co-constructed success criteria to analyze their own work.
- If you ask for student input, be prepared to take it seriously and incorporate it!

