Learning Goals & Success Criteria

Assessment for Learning Video Series

VIEWING GUIDE

A resource to support the implementation of *GROWING SUCCESS: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010*

Contents

Introduction

This viewing guide accompanies the video, *Learning Goals and Success Criteria,* which shows teachers learning about identifying, sharing, and clarifying learning goals and success criteria, and implementing these practices with their students. The guide provides learning activities to facilitate reflection and discussion about learning goals and success criteria and to provide support for trying new practices. While you can use this resource to learn independently, by learning collaboratively you and your teaching colleagues can provide one another with support and feedback throughout the learning process.

In this video you will learn how to:

- develop learning goals and share them with students;
- clarify students' understanding of the learning goals;
- identify success criteria for use in assessment by teachers and students;
- ensure that students and teachers share a common understanding of the learning goals and success criteria;
- increasingly engage students in classroom assessment so that they can become independent learners.

Planning Your Professional Learning

a. Self-Assessment and Goal Setting

Before viewing the video, use the self-reflection tool, *Appendix A: Where Am I Now?*, to identify what you are already doing well and an area of assessment practice that you would like to implement or improve. You may wish to monitor your professional learning at regular intervals using this assessment tool.

b. Viewing the Video

The video is divided into six segments, each of which focuses on a specific aspect of developing, sharing, and clarifying students' learning goals and success criteria. This viewing guide contains additional information and selected activities related to the content of the video. Each segment is organized as follows:

> **Key Questions:** Provide a focus for viewing and reflection. Use these questions to initiate thinking and promote discussion prior to and after viewing each segment.
>
> **What's in This Segment:** Presents additional information about the content. Time signatures relate the information to specific strategies and skills shown in the video.
>
> **After Viewing:** Suggests activities intended to promote reflection and discussion and ways to apply new learning when planning and teaching. "After Viewing" activities are generally provided for each "What's in This Segment" time signature.
>
> **Extending the Learning:** Includes a selection of post-viewing activities to extend and challenge the learning beyond current practice.

While viewing the video, consider using one of the following organizers to focus your viewing:

ASSESSMENT FOR LEARNING VIDEO SERIES *Learning Goals and Success Criteria Viewing Guide*	
What I Already Know *(complete before viewing)*	
What I Hadn't Thought of *(note during viewing)*	
Next Steps for Me *(complete after viewing)*	

ASSESSMENT FOR LEARNING VIDEO SERIES *Learning Goals and Success Criteria Viewing Guide*	
What are the students doing? (What's different?)	
What is the teacher doing? (What's different?)	
What are they learning?	

c. Action and Feedback

The activities provided in "Extending the Learning" are intended to help you implement the strategies. Consider inviting a colleague to provide feedback as your "critical friend" (Costa & Kallick, 1993). Critical friends observe and ask questions to explore the reasons for your instructional decisions. They provide support as they challenge you to grow professionally.

d. Reflection and Goal Setting

Once you have reached a level of comfort in using the new practice, revisit the self-reflection tool, *Appendix A: Where Am I Now?,* to plan next steps. *Appendix B: My Learning Plan* is provided to support you in setting learning goals and developing action plans.

Setting the Stage

Appendix C: Learning Goals and Success Criteria Quotations can be used before viewing to activate prior knowledge and engage the viewer in reflection (and discussion if viewing with others) and in making connections to his or her own assessment practices.

Use the following "Have the Last Word" strategy:

1. Copy the quotes onto individual sheets of paper, using a font that is legible for sharing in a group.
2. Divide the participants into groups of 4 to 6.
3. Distribute the quotes so that each group member has a different quote.
4. Ask each participant to individually read and reflect on the meaning of his or her quote.
5. Ask groups to begin sharing as follows: The first participant reads the quote aloud to the group and shares his or her reflections. Every other participant then has an opportunity to comment, with the person who read the quote having the final word. The process continues until all of the quotes have been read. Each participant has a turn at "having the last word".
6. Ask each group to collectively answer the following question: "Based on these quotes, what is best practice with respect to identifying, sharing, and clarifying learning goals and success criteria?"

Segment 1 **The Foundation of Assessment *for* Learning**

Assessment *for* learning improves student learning and, in addition, helps students become independent, self-monitoring learners (Black & Wiliam, 1998; Clarke, 2008). Teachers play an essential role in supporting students to develop these skills by:

1. ensuring that students have a clear understanding of what they are learning and what successful learning looks like;
2. modelling descriptive feedback, self-assessment, and goal setting; and
3. providing opportunities to practise these skills, first with guidance and support and then independently.

Learning is easier when learners understand what goal they are trying to achieve, the purpose of achieving the goal, and the specific attributes of success.

(Chappuis & Stiggins, 2002)

Key Questions

How does identifying, sharing, and clarifying learning goals and success criteria lead to a common understanding of what is being learned?

How are learning goals and success criteria foundational to improved learning for students?

What's in This Segment?

This segment introduces the practices in which teachers and students engage when they use assessment to improve learning, with a particular emphasis on *learning goals* and *success criteria*.

A common understanding among teachers and students of the learning goals and success criteria is the foundation upon which descriptive feedback, self-assessment, and goal setting are built. When teachers take time to identify, share, and clarify the learning goals and success criteria with their students, students begin to acquire the knowledge and skills they need to direct their own learning.

A. Where Am I Going? (1:10–2:03)

Learning goals and success criteria are critical pieces of information students need to be successful learners. Hattie and Timperley (2007) describe three questions that guide learning for students:

- Where am I going?
- How am I going?
- Where to next?

Identifying and sharing learning goals with students at or near the beginning of a period of instruction is intended to provide an explicit answer to the first question, by clearly setting

direction about what the students are expected to learn. Making the success criteria explicit helps students to determine the answer to the second question, "How am I going?", by identifying "look-fors" that students can use to monitor their progress towards the goals.

After Viewing

Activity 1 Reflect on (and discuss if viewing with others) the following question:

- How does a clear and common understanding of learning goals and success criteria help students respond to the third question, "Where to next?"

B. The Self-Assessment Continuum (2:04–5:52)

This continuum is rooted in the work of Black and Wiliam (1998; 2008), and has evolved from teachers engaging their students in classroom assessment. It is a practical framework that helps teachers to understand the interrelationship of the assessment practices that support students in being able to monitor and direct their own learning (e.g., through self-assessment and goal setting). It is also a convenient way for students to learn the language, knowledge, and skills associated with self-assessment and independent learning. Each stage in the continuum increasingly engages learners in monitoring their learning and setting goals, and progressively leads to independent learning. The continuum highlights the *transformation* that teachers and students experience in how they teach and learn when they embrace the spirit of assessment *for* learning and assessment *as* learning.

i. Learning goals (2:04–2:36)

Learning goals are brief statements that describe, for students, what they should know, understand, and be able to do by the end of a period of instruction (e.g., a lesson, a cycle of learning, a unit, a course). They represent a subset or cluster of knowledge and skills that students must master in order to successfully achieve the overall expectations.

ii. Success criteria (2:37–3:11)

Success criteria describe, in specific terms and in language meaningful to students, what successful attainment of the learning goals looks like. Criteria help students understand what to look for during the learning and what it looks like once they have learned. Quality success criteria make the learning explicit and transparent for students and teachers alike. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the "look-fors") in relation to curriculum expectations.

After Viewing

Activity 2 Review the learning goals and success criteria shown in the video and reproduced below. Reflect on (and discuss if viewing with others) the following questions:

1. How is the language in the learning goals and success criteria student friendly?
2. Why is it so important for learning goals and success criteria to be written in language students can readily understand?

Learning Goals:	**Success Criteria:** (1:45)
I can reflect on and identify my strengths and next steps for improvement in my writing. (1:36) I can simplify polynomial expressions through addition and subtraction. (1:56) We are learning to investigate and explain how a fraction, decimal, and percent are related. (2:19) I will be able to select the evidence that supports my point of view. (2:34)	**Opinion** • Clear, strong point of view • Supported with examples and facts from research • Uses comparisons • Presents a variety of facts and examples • True and believable • Describes consequences • Includes a call for action **Language** • Uses advanced vocabulary • Descriptive words and phrases • Correct spelling • Varied sentence lengths and types

Activity 3 Reflect on (and discuss if viewing with others) the implications for students and teachers of the following statement: "Clarifying learning goals and co-creating success criteria are foundational to improved learning and the development of independent learners."

Some reflections that might surface

Clarifying learning goals:

- *answers the questions "Where are we going?", "What are we expected to learn?";*
- *helps identify the curriculum expectations to be addressed in the learning;*
- *makes the learning transparent;*
- *builds a common understanding of the learning;*
- *helps define quality success criteria;*
- *invites students to take ownership of their learning;*
- *encourages students to reflect on and internalize the learning.*

Co-creating success criteria:

- *answers the questions "What does successful learning look like?", "What are we to look for during the learning?";*
- *makes the success criteria explicit for teachers and students alike;*
- *builds a common understanding of success;*
- *lends itself to descriptive feedback;*
- *promotes self and peer assessment;*
- *helps identify possible next steps;*

- *leads to individual goal setting;*
- *empowers students to take ownership of their learning;*
- *challenges students to internalize the criteria;*
- *helps develop independent learning skills.*

iii. Descriptive feedback (3:12–4:40)

Learning goals and success criteria are the basis for descriptive feedback. To be effective, descriptive feedback, whether provided by the teacher or generated by peers or through self-assessment, must be related to the goals and the criteria. Once students have an understanding of what they are to learn (learning goals) and what the learning looks like (success criteria), they will know the language to use in giving and responding to descriptive feedback.

After Viewing

Activity 4 Review the feedback that the teacher gives the students (3:19–4:36). Identify some of the criteria that the teacher and students were using to monitor their learning.

iv. Self and peer assessment (4:41–5:24)

When success criteria are clear, transparent, and explicit, students can learn to use the criteria to assess their work and improve their learning. Students and teachers begin to speak a common language that reflects their common understanding of what it means to learn. The process of co-creating the criteria, developing a common understanding of success, coming to agreement on the precise language used to describe the criteria, and linking all feedback to the criteria encourages students to internalize the criteria and enhances both their knowledge and skills. Clearly understanding the success criteria means that students have a framework for giving themselves feedback about their own work in relation to the criteria.

After Viewing

Activity 5

a) Examine the clip (4:41–4:59) to find evidence in the student responses that indicates the students have been taught to use the success criteria to self- and peer-assess.

b) In the clip (5:10–5:24), the student self-assesses his progress on achieving the learning goal "I will be able to select the evidence that supports my point of view". Reflect on (and discuss if viewing with others) the following questions:

1. What success criteria do his comments reflect?
2. How did the student learn the language he is using?
3. What knowledge and skills does he need in order to self-assess accurately?

v. Setting individual learning goals (5:25–5:52)

The ability to set appropriate and relevant individual goals is directly linked to the nature of the descriptive feedback received, the success criteria, and the learning goals. Quality criteria that are:

- detailed, meaningful, and specific,
- connected to the knowledge and skills identified in the curriculum expectations, and
- expressed in student-friendly language

empower students to identify next steps and set individual goals.

After Viewing

Activity 6 Examine the learning goal written by the student (5:53). Does it challenge your beliefs about what students can do, what they can learn? Try to backtrack to identify the knowledge, skills, and process the teacher incorporated in planning to bring students to this level of independent practice.

C. Teacher and Student Reflections (5:53 - 7:01)

Activity 7 While watching this segment, record some of the reflections of the teacher and students in relation to the following points:

- Positive results that flow from understanding learning goals and success criteria
- Having the opportunity to use and apply the criteria

Reflect on (and discuss if viewing with others) the implications for teachers *and students* of:

- identifying, sharing, and clarifying learning goals;
- co-constructing and using success criteria.

Assessment for learning is about far more than testing more frequently or providing teachers with evidence so that they can revise instruction, although these steps are part of it. In addition, we now understand that assessment for learning must involve students in the process.

(Stiggins, 2002)

Extending the Learning

Activity 8 Reflect on (and discuss if viewing with others) the following questions:

- What is the relationship between clear learning goals and the specific and overall expectations outlined in the Ontario curriculum?
- Why is it essential that students and teachers come to a common understanding of what they are expected to learn?
- When and why is it important to scaffold learning goals for students?

Activity 9 If the video is being used in a community setting, use an **Inside/Outside Circles** strategy: Participants stand in pairs in two concentric circles to engage in a focused discussion. Participants then rotate to new partners to further the discussion process on the same question or an extension question. Questions for discussion might include:

1. Why are learning goals and success criteria fundamental prerequisites for students to become independent learners?
2. How can identifying, sharing, and clarifying learning goals and success criteria nurture collaborative learning partnerships between teachers and students?

Activity 10 If you haven't already done so, use the self-reflection tool, *Appendix A: Where Am I Now?*, to identify what you are already doing well and an area of practice focusing on learning goals and success criteria that you would like to implement or improve. You might revisit this tool at regular intervals to monitor your professional learning over time.

Segment 2 **Developing Learning Goals**

Students can hit any target they can see that holds still for them.

(Stiggins et al, 2006)

Research emphasizes the importance of empowering students to become self-monitoring and self-directed learners. The first step in developing independent learners is to ensure that students know precisely what they are to learn. Learning goals describe the knowledge and skills in the Ontario curriculum that students are required to learn, in a way that actively engages them in the learning process. When teachers express curriculum expectations as learning goals in student-friendly language, students know what they have to learn, connect the tasks they are doing with what they are learning, and are able to monitor how they are doing in light of these goals.

Key Questions

What are the criteria for effective learning goals?

How does developing student-friendly learning goals help teachers and students come to a common understanding of what is being learned?

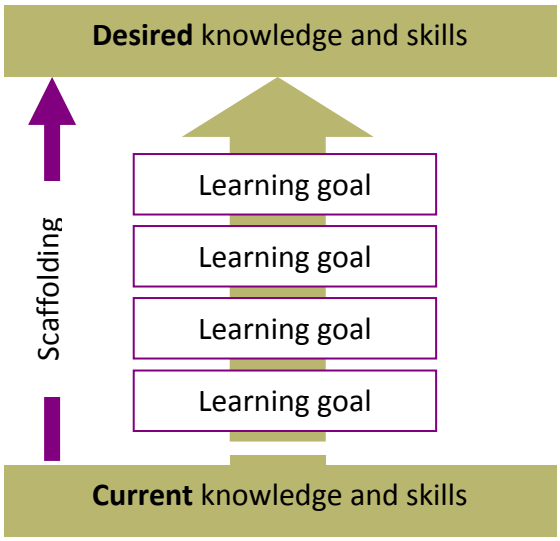
What's in This Segment?

This segment focuses on how teachers develop and use learning goals when planning assessment with instruction. It presents criteria developed by teachers for writing effective learning goals that unpack the curriculum expectations and lead to improved learning for students.

Activity 1 Before viewing the segment, reflect on (and discuss if viewing with others) the following question: What are the criteria for developing effective learning goals? Use *Appendix D: Learning Goals Concept Attainment* to initiate and guide your thinking.

A. What Are the Criteria for Developing Effective Learning Goals? (1:18–5:38)

Effective learning goals are based on the curriculum but expressed in a way that supports the learning needs of students. Students learn in different ways, in different increments, and at different rates. Some students need to learn in smaller increments than others; some need to "leapfrog, then circle back" (Popham, 2008, p. 28) in a non-linear path.



i. Identifies knowledge and skills from the curriculum expectations (1:18–3:15)

When writing learning goals teachers use the curriculum expectations, which identify the knowledge and skills students are expected to learn, as a starting point. Learning goals do **not** "rewrite the curriculum", but rather share with students "where we are going" in a way that students can understand. By clustering and scaffolding overall and specific expectations, teachers unpack the curriculum into manageable chunks so that students can successfully

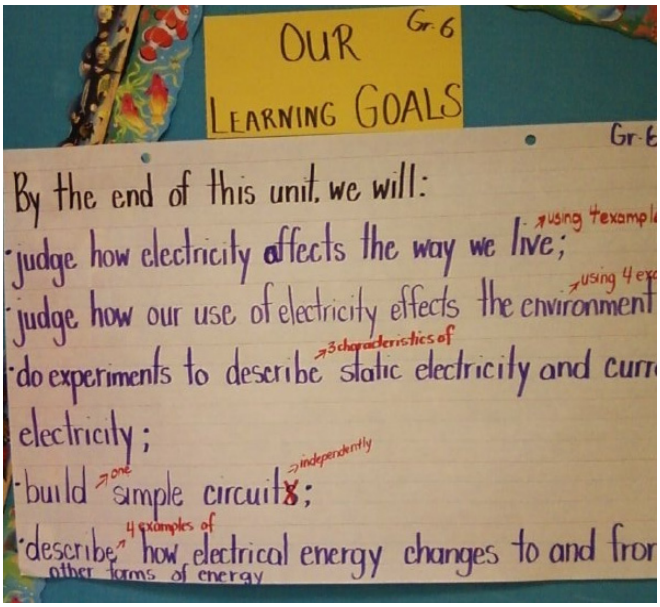
move from their current understanding and ability to the desired level of knowledge and skills.

Activity 2 Write a learning goal for a lesson or cycle of learning:

1. Examine the overall curriculum expectations for a subject or course.
2. Select a related specific expectation.
3. Write a learning goal that represents the knowledge and/or skills outlined in the expectation.

ii. Incremental and scaffolded (2:12–3:47)

Specific expectations, which describe in more detail what students are expected to learn, can sometimes be expressed as learning goals; but often, they need to be "unpacked" or broken down into smaller incremental goals depending on where students are in their learning.



The long-term goals pictured (above) represent learning that is to be achieved by the end of a unit. Within the framework of these long-term goals, teachers develop incremental, scaffolded goals to focus students' learning in the short term.

Learning goals can represent knowledge and skills to be developed over both long-term and short-term periods. Long-term goals typically represent a "significant skill … the kind of learning outcome requiring a number of lessons for students to achieve it" (Popham, 2008, p. 24). Teachers use short-term goals to identify "step-by-step building blocks" students need to achieve the long-term goal. Popham refers to these clusters of short-term goals as *learning progressions,* "a sequenced set of sub-skills and bodies of enabling knowledge that … students must master en route to mastering a more remote curricular aim" (Popham, 2008, p. 24).

The teachers in this clip "deconstruct" the overall and specific expectations in order to build a progression of learning goals. These goals provide students with different entry points into the learning, and support the teachers' efforts to differentiate instruction. In the clip (2:16–3:16), teachers unpack the concepts and skills students need in order to achieve the long-term goal – *I can simplify polynomial expressions through addition and subtraction* – and identify three short-term goals:

- *I can identify polynomial expressions.*
- *I can identify like and unlike terms.*
- *I can group like terms.*

After Viewing

Activity 3 Reflect on (and discuss if viewing with others) the following questions:

1. How do incremental learning goals scaffold instruction for students?
2. How does collaborating with colleagues help teachers to scaffold learning for their students?

Activity 4 Consider an upcoming cycle of learning for your students (if possible, work with a colleague).

1. Examine the overall and specific expectations. Identify the knowledge and skills students are expected to demonstrate. Do the expectations identify knowledge and skills that build upon each other?
2. Use the list of knowledge and skills identified in (1) to create a learning progression of short-term goals that will help students to be successful in their learning.

Activity 5 Involving students in deconstructing expectations and formulating learning goals is one way to ensure they have a clear grasp of what they are supposed to know and do. Below is a suggested process that could be planned with a colleague or individually.

Identify a cluster of expectations to be addressed in an upcoming lesson. Ensure that at least one of the specific expectations will require unpacking – i.e., it needs to be broken down into a number of simpler, incremental goals.

1. Display the selected specific expectation(s) to the class.
2. Ask students to express the expectation(s) as a learning goal or goals, *using their own words*. If required, prompt them by asking, "What are we expected to learn?"
3. Share some of the sample goals with the class for discussion.

Where possible use the students' sample goals to:

- highlight the essential learning (knowledge and/or skills) identified in the expectation(s);
- identify where the students may have deconstructed and reconstructed the expectation(s) using their own words;
- look for incremental goals that might lead to the scaffolding of the more complex specific expectation(s).

iii. Expressed in language meaningful to students (3:47–5:06)

Curriculum expectations can be quite complex, using abstract or subject-specific language that is unfamiliar to students. Expectations will frequently address some understanding or "big idea" that students need to see expressed in more concrete terms. Rewriting these expectations in language meaningful to students helps teachers and students begin with a common understanding of what is to be learned.

While striving to express the learning in student-friendly language, teachers recognize that each subject/discipline has specific terminology that students are expected to know and understand, and use when communicating their learning. Teachers use this terminology in the learning goal statement as part of what is to be learned. In the video, the word "simplify" is a term that students are required to understand, and it is therefore used in the learning goal. Similarly, in the goal *"We*

are learning to create and perform phrases that explore two or more elements of dance" (Grade 9 Dance), students are expected to know and understand dance-related terms such as "phrases" and "elements".

After Viewing

Activity 6 Revisit the learning progression of short-term goals developed in Activity 4. Is the language of the goals meaningful to your students? Is it age-appropriate? If not, rewrite the goals in language that students will understand.

You might try doing this with your students:

1. Post an expectation for the class to view.
2. Have students identify words that are unclear, substitute words that are meaningful for them, and reconstruct the expectation as a learning goal that is expressed in student-friendly language.

iv. Specific and observable (5:06–5:23)

Short-term, incremental learning goals that use verbs that describe specific and observable actions or activities are tools that students can use to become independent learners. Students use learning goals and success criteria to monitor their progress. While the goal of the learning may be that students "understand" a concept, learning goals that give more specific direction about what "understanding" looks like benefit students in their learning.

After Viewing

Activity 7 When planning, look at expectations that require students to "demonstrate their understanding". Rewrite these expectations using verbs that are *specific* and *observable*. Will the students need to "identify", "describe", "explain", "apply", "analyse", and so on? Try to be very precise in the observable verbs you choose to demonstrate "understanding".

Revisit the short-term learning goals developed in Activity 4. Are the verbs specific and observable? Do the goals convey explicitly to the students what is to be learned? One strategy to check if the learning goals are expressed in a way that helps students to monitor their learning is to ask them to complete an exit card at the end of a lesson. Pose the following questions:

- How are you progressing on the learning goal?
- How do you know?

The key to using an exit card is also to use the information the next class. It is important to show students that the information they give you is relevant and that it guides instruction.

v. Stated from the student's perspective (5:23–5:38)

Writing the learning goals from a student's perspective ("We are learning to …"; "I will be able to …") encourages students to take ownership of the learning while simultaneously making the learning more explicit.

B. Applying the Success Criteria for Successful Learning Goals (5:39–6:54)

Learning goals can be expressed in a variety of ways, depending on the readiness of the learner and the nature of the learning being addressed. This clip summarizes the criteria for effective learning goals presented earlier in the segment, and shows how the criteria can be applied to a specific expectation.

After Viewing

Activity 8 *Appendix E: Learning Goals Checklist* lists criteria developed by teachers to consider when crafting learning goals. The chart below provides a variety of weaker and stronger samples of learning goals. Select one or more goals and use the checklist to assess their effectiveness. What is done well? What needs improvement? How can improvements be made?

Elementary Samples	**Secondary Samples**
1. I can tell about the people and places in my community. (Gr. 1 Social Studies) 2. We are studying Living Skills. (Gr. 2 Health and Physical Education) 3. Understand the importance of problem solving. (Gr. 3 Mathematics) 4. I can name and describe different elements used to create music. (Gr. 4 The Arts) 5. We are learning to identify the point of view presented in a text. (Gr. 5 Language) 6. You will apply a variety of tactical solutions to increase your chances of success as you participate in physical activities. (Gr. 6 Health and Physical Education) 7. By the end of the lesson, students will be able to design and safely build parallel circuits and series circuits. (Gr. 6 Science and Technology) 8. I am learning to analyse the issues related to substance use. (Gr. 7 Health and Physical Education) 9. You will learn about the relationship of the angles in a triangle. (Gr. 8 Mathematics) 10. Students will use a variety of methods to construct bisectors of line segments and angles. (Gr. 8 Mathematics)	1. We are studying the creative process. (Gr. 9 The Arts) 2. We are learning to use cues to infer the meaning of unfamiliar words. (Gr. 9 Core French) 3. I can make and explain inferences about texts. (Gr. 9 English) 4. We are learning to explain how colour is produced and used using the additive and subtractive theories of colour mixing. (Gr. 10 Science) 5. Use appropriate and inclusive content, images, and language in communications media productions. (Gr. 10 Technological Education) 6. I can use a variety of techniques to convey a sense of movement. (Gr. 11 The Arts) 7. We are learning to understand recursive sequences. (Gr. 11 Mathematics) 8. I can explore a wide range of increasingly complex traditional and emerging technologies, tools, and techniques. (Gr. 12 Computer Studies) 9. I am learning to understand accounting principles and practices. (Gr. 12 Business Studies)

Extending the Learning

Activity 9 Think about a lesson that you are about to teach.

1. Consider one or two of the teaching/learning activities (the things you ask students to do during the lesson). What knowledge and/or skills are students expected to learn as a result?
2. Write a sentence identifying the expected learning.
3. Using the criteria in *Appendix E: Learning Goals Checklist*, self-assess your learning goal statements. (If you are learning with colleagues, you may wish to peer-assess each other's learning goals.)
4. Use the feedback generated by assessing your own or a colleague's learning goal to identify what was done well and possible areas for improvement. Reflect on and/or discuss how you might revise the learning goals based on the feedback.

When we invest time up front to build the vision [of what students are to be learning], we gain it back later in increased student motivation and the resulting higher-quality work.

(Chappuis, 2009)

Activity 10 Examine a unit of study that you teach. (If possible, you'll want to do this activity with colleagues.)

1. Identify the long-term learning goal(s) for this unit.
2. Identify the learning goals for each of the lessons.

Activity 11 Read the scenario below; then consider the questions that follow:

Teachers examined the overall expectations for a cycle of learning, and then identified "*we are learning to produce a musical composition*" as their long-term learning goal. They decided that the production of a musical composition would be the best way for students to demonstrate their learning on the overall expectations. They chose to scaffold the learning using the following progression of incremental learning goals, based on a cluster of related specific expectations (identified in brackets).

I am learning to:

- use the creative process when composing; (A1.2)
- apply the steps in the creative process to produce a musical composition (A1.2);
- use the elements of music to plan a composition (A2.3);
- use a compositional tool to create a composition (A3.3).

1. Examine the long-term learning goal and apply the criteria for effective learning goals. Identify what the writers have done well and a possible area for improvement.
2. What observations can you make about the four incremental goals and how they have been scaffolded?
3. Select one of the incremental goals above and unpack it into two or more incremental goals that might support a student needing more support for his or her learning.

Overall Expectations

A1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;
A2. Elements of Music: apply elements of music when performing notated and improvised music and composing and/or arranging music;
A3. Techniques and Technologies: use a variety of techniques and technological tools when performing music and composing and/or arranging music;

Segment 3 **Sharing and Clarifying Learning Goals**

Once teachers have identified the learning goals from the curriculum expectations, it is critical that these learning goals be shared and clarified with the students so that their understanding of the goals deepens as they progress through the learning cycle. Students' understanding of the learning goals is a prerequisite to their ability to monitor their learning through self-assessment. When teachers ensure that what they are teaching coincides with what their students *think* they are learning, the end result is improved learning for all.

Teachers should continually help students clarify the intended learning as lessons unfold – not just at the beginning of a unit of study.

(Chappuis & Stiggins, 2002)

Key Questions

How can teachers ensure that each student has an opportunity to clarify his or her understanding of the learning goal(s)?

How does sharing and clarifying learning goals build a common understanding of the learning and help students internalize the learning?

Why is a common understanding of the learning essential to improved learning, student ownership of learning, and independent learning?

What's in This Segment?

Teachers use a variety of strategies to share and clarify the learning goals with students before, during, and at the end of the learning, depending on the nature of the learning goal. The time taken to clarify with students precisely what they are learning, and to employ strategies that build a common understanding of the learning, leads to improved learning and helps to develop independent learning skills. The process of sharing and clarifying learning goals builds a common understanding of the learning. It helps make the learning explicit and visible to students and answers the question "Where am I going?" When students have clarity on what they are supposed to know, understand, and be able to do at the end of a given learning period, they will be better able to judge where they are in relation to where they are going.

A. Sharing and Clarifying Learning Goals (1:17–5:50)

Teachers can share learning goals with students orally, visually, and in writing. Some teachers choose to display a long-term goal for a cycle of learning, together with a cluster or progression of related incremental goals. This practice can serve as a "roadmap" for students, helping them to contextualize daily learning activities and to monitor their progress towards attaining the long-term goal.

Sharing the learning goals with students is only the first step in developing their understanding of what they are to learn. Moss and Brookhart (2009, p. 25) point out:

> Most students will, of course, be able to repeat back to the teacher what she said the objective was, and that can be somewhat useful. What we mean by sharing learning targets

and criteria for success, however, is that students comprehend what those objectives mean … It's not a goal if the student can't envision it.

While Viewing

Activity 1

Use *Appendix F: Sharing and Clarifying Learning Goals* to record your observations and thinking while watching this segment.

After Viewing

Activity 2 Use *Appendix G: Sharing and Clarifying Learning Goals – Reflecting on My Practice* to consider how you might apply some of the strategies shown in the video.

Activity 3 Developing learning goals with students is one way to begin to build a common understanding of what is to be learned. Consider a lesson you will be teaching. Have your students deconstruct and reconstruct some specific expectations into simple learning goals, as follows:

1. Identify a specific expectation to be addressed in the lesson. (You may decide to select a less complex expectation the first time you try this activity.)
2. Ask students to copy the specific expectation in their notebook and circle any words that may be unclear or confusing to them.
3. Have students work in pairs to discuss the meaning of any circled words.
4. Then, have students, working in groups of four, substitute a simpler synonym for any of the circled words.
5. Once each group has a completed learning goal statement, display the groups' statements in the classroom.
6. As a class, discuss any questions students might have, and come to consensus on the learning goal. As part of the discussion, ask students questions to help them see how this learning connects to the "big ideas" of the course or unit.

Many teachers who have tried to develop their students' self-assessment skills have found that the first and most difficult task is to get students to think of their work in terms of a set of goals.

(Black et al, 2004)

You may wish to model applying the criteria for effective learning goals to one of the revised statements. As a follow-up activity, you might have a discussion with the students about the effectiveness of the strategy. What did they learn? Did it help clarify the learning for them? How might this strategy be modified to support their learning?

Try to integrate this and other strategies for sharing and clarifying the learning goals into learning activities planned for the learning cycle.

Activity 4 In certain learning contexts, it could be counter-productive to share the learning goal at the outset of the learning. For example, when students are involved in inquiry, sharing the learning goal in a way that identifies what is to be discovered might make the inquiry unnecessary.

In these situations, you may decide to share the learning goal in a way that emphasizes the inquiry process and sets the context for learning – e.g., "We are learning to investigate the relationships found in the properties of shapes". This learning goal, which can be shared at the outset of the inquiry, focuses the learning on skills such as problem solving, reasoning and proving – skills students will use and develop during the inquiry phase of the lesson. When debriefing, you might ask students to identify the learning goal relating to the mathematical concepts (e.g. properties of shapes) by posing the question "What do you think we are learning today?" or "What did you notice about …?" The teacher and students in this example might collaboratively develop a second learning goal, "We are learning to sort and classify quadrilaterals".

Consider providing students with an organizer they can use to record their ideas about the learning goal as the learning evolves.

1. What are you learning today?
2. Which activity(ies) helped you most in learning?
3. How does what you are learning connect with what you already know and can do?

Activity 5 According to Moss and Brookhart (2009, p. 25), the most important method for sharing the learning goal is designing assignments that match the learning goals. Through assignments that are well-aligned with the learning goals, the teacher "translates the learning goal into action for the student".

As students are working on an assignment, invite them to write a learning goal in their own words based on what they think they are learning. This activity can provide critical assessment information by identifying those who are learning and those needing additional support. The same activity might be used to make adjustments to the instruction or differentiate for students based on the feedback.

B. Students' Assessment of Progress in Relation to the Learning Goal (5:50–7:01)

When students have a clear understanding of what they are supposed to learn, they are able to track their progress towards achieving their goals. Teachers regularly ask students to reflect on their progress with respect to the learning goals using a variety of assessment strategies and tools (e.g., exit card, individual display boards, and learning goal organizers).

Activity 6 An exit card can be used by students to monitor their progress towards a learning goal. Inviting students to reflect on their learning at the end of a lesson can help them further internalize and personalize the learning goal.

Exit Card

Learning Goal:

_____

Today I learned … / Today I learned more about … / Today I improved at …

Some of the steps I took to get there are …

Some evidence that I am meeting the learning goal is …

I need to learn more about …

Activity 7 Have your students monitor their progress on a cluster of learning goals as they move through a unit of learning. A "Learning Gains" tracking template (Keeley, 2008, p. 183) is one assessment tool students can use to assess their progress towards each learning goal in a cycle of learning. This assessment strategy can support self-assessment when the learning goals are scaffolded to identify the incremental steps or discrete knowledge and skills comprising the expected learning.

1. Model how the template may be used.
2. Ask students to assess their progress.
3. Have students share their reflections at some point during learning and after the learning has been completed.
4. Design a similar template for a cluster of learning goals for your next cycle of learning.

Appendix H: Tracking Progress provides some samples of tracking templates.

Extending the Learning

Activity 8 When planning a lesson, teachers frequently ask the question "What am I going to teach next?" Reframing the question to focus on *learning* rather than *doing,* begins to re-culture the classroom environment and profiles the students as active partners in the learning: "What do I want my students to learn?" Planning assessment and instruction with this question in mind naturally leads to related questions like: How can I make success on this learning goal transparent and visible to my students? Will students be able to explicitly link what they are doing to what they are learning?

Select a lesson you may have taught before or one you are very familiar or comfortable with. Apply the three questions to your planning:

1. What do I want my students to learn?
2. How can I make success on this learning goal transparent and visible to my students?
3. Will students be able to explicitly link what they are doing to what they are learning?

Share with your students what you are doing differently and possibly record the way you are changing your approach to the learning. Discuss this different approach with your students using a PMI* strategy.

**PMI (De Bono, 1987) is a strategy that encourages students to think about an issue from a variety of perspectives by having them identify what might be a "Plus" (something positive), a "Minus" (something negative), or something they find "Interesting".*

Activity 9 There are a number of different types of learning goals identified in the assessment literature. Arter and Chappuis (2006, p. 14) identify four kinds of learning targets (goals) that might naturally occur individually or collectively in a cycle of learning:

1. **Knowledge** – e.g., individual facts, a body of knowledge
2. **Reasoning proficiencies** – e.g., problem solving, critical thinking
3. **Performance skills** – e.g., applying technical skills, working collaboratively
4. **Products** – e.g., research papers, maps, artwork

It is useful to consider these different types of goals when identifying long-term and short-term learning goals. Long-term goals are learning goals where knowledge, application of that knowledge, critical thinking, and communication interact in combination. Long-term goals occur over time and are supported by smaller incremental goals. Short-term goals might best be described as learning goals that incrementally support achievement of long-term goals by focusing on the acquisition of the skills and knowledge necessary to succeed. Both types of goals are supported by success criteria which clearly describe what successful achievement of the goal might look like.

If the long-term goal for a particular learning cycle is "to design and build a functioning electrical circuit that includes both parallel and series circuits", the associated short-term goals might be the following:

- We are learning to identify and describe the characteristics of parallel and series circuits.
- We are learning to design and build circuits.
- We are learning how to test and troubleshoot problems relating to circuits.

Reflect on (and discuss if learning with others) each of the following questions:

1. What type of learning goal does each of the above goals represent?
2. What implications do the different types of goals have for developing short- and long-term goals?
3. What are the implications for scaffolding the learning, and developing incremental learning goals, in relation to long-term learning goals?
4. How do we align the learning goals, the success criteria, and the assessment tasks to ensure reliable and valid evidence is gathered (i.e., does the type of learning goal affect the nature of the success criteria and how we gather evidence of learning)?

Segment 4 **Developing Success Criteria**

Criteria are the characteristics or attributes of a student's product or performance that demonstrate the degree to which the student has achieved the expectations. *Success criteria* describe those characteristics or attributes in a way that is meaningful to students.

In assessing the quality of a student's work or performance, the teacher must possess a concept of quality appropriate to the task, and be able to judge the student's work in relation to that concept.

(Sadler, 1989)

Key Questions

What are success criteria, and how are they used by teachers or students in assessment* for *learning, assessment* as *learning, and assessment* of *learning?

Why is it so important that students be engaged in the development of success criteria?

How are success criteria linked to learning goals, descriptive feedback, rubrics, and self-assessment?

What's in This Segment?

Whereas learning goals help students identify and understand what they are expected to learn, success criteria provide the tools for students to monitor their progress towards achieving the learning goals. Hattie and Timperley (2007) identify three questions to guide student learning: "Where am I going?", "How am I going?", and "Where to next?" While learning goals help students answer the question "Where am I going?", success criteria help students answer the question "How am I going?" Both teachers and students benefit from a clear understanding of what constitutes success.

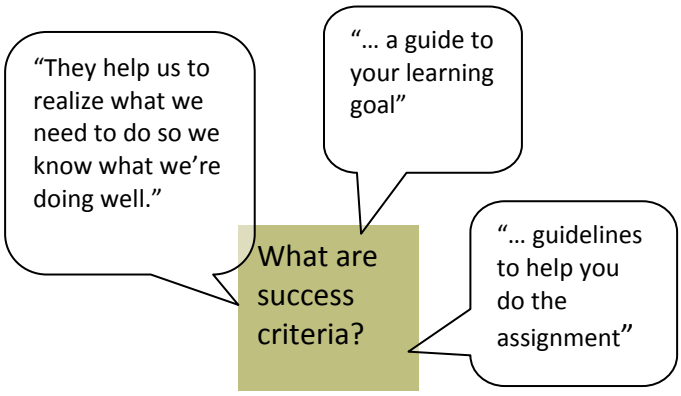
A. What Are Success Criteria? (0:46–2:14)

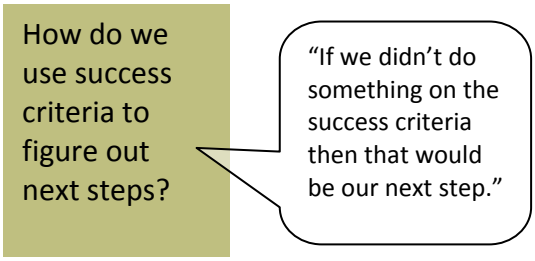
Students use success criteria to make judgements about the quality of their performance. Criteria describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning.

After Viewing

Activity 1 Students are asked, "What are success criteria? How are success criteria helpful in doing the task?" Consider the students' responses – reflect on (and discuss if viewing with others) the following:

1. What do the students' responses tell us about the culture of learning that has been established in this classroom?
2. What value is there in students knowing, *in advance*, what they are expected to learn and what it will look like when they have successfully learned it?





3. How does explicitly teaching students to be "assessment literate" lead to independent learning?
4. What significance do *learning goals* and *success criteria* have in your classroom assessment and instruction?

B. Teachers Developing Success Criteria (2:47–3:54)

Before students can have a deep understanding of criteria, *teachers* need to be clear on what success looks like. Working with colleagues to develop success criteria for significant performance tasks is one way teachers can develop and agree on the success criteria.

i. Using the achievement chart to develop success criteria (2:47–3:23)

The achievement chart in each of the curriculum documents outlines performance standards and broad criteria that teachers can use as a starting point when identifying success criteria. Chapter 3 in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* suggests the following examples of more specific descriptors of effective performance that can be used to guide the development of criteria:

Appropriateness
Clarity
Accuracy
Precision
Logic
Relevance
Significance
Fluency
Flexibility
Depth
Breadth

(This information is also found in the front matter of all curriculum documents, in the section entitled *Assessment and Evaluation of Student Achievement.*)

After Viewing

Activity 2 Examine an assessment task that your students recently completed. Reflect on (and discuss if learning with others) the following questions:

1. What were some of the criteria on which the students' performance was assessed or evaluated?
2. How were the criteria connected to the achievement chart? (Consider the categories and the broad criteria in the achievement chart.)
3. To which of the above specific descriptors of effectiveness did the criteria relate?
4. Were the criteria specific enough that students could use them to self-assess and determine next steps?
5. Were the criteria expressed in language meaningful to students?

Activity 3 Rubrics are frequently used for the purpose of identifying and sharing success criteria. However, the criteria used in rubrics may sometimes be too broad, generic, or vague to be meaningful to students, or may be expressed in language they don't understand. As a result, the criteria in the rubric may not help students to give specific descriptive feedback, identify concrete next steps, and set individual goals.

Examine a rubric that you have used to assess and evaluate a task.

1. Are the criteria clearly connected to the task and to the learning goals?
2. Do they identify "look-fors" that are specific enough to be applied by students to their learning?
3. Do they describe, in language that students understand, what successful performance looks like?

Activity 4 Examine the broad descriptors listed below. Try to list more specific criteria that paint a richer picture for students of what success looks like. A sample response is provided:

Generic Criteria	**Success Criteria for Students**
Makes revisions with considerable effectiveness	*– Highlighted main ideas and checked for logical ordering (e.g., most important to least important)* *– Checked that each main idea is presented in a separate paragraph* *– Looked for transition words to connect the ideas from one paragraph to the next* *– Checked if writing contained too much explaining, and removed extra words* *– Checked if writing was unclear or vague, and added details to provide more information* *– Used revising strategies to delete, reposition, and add text (e.g., cross-outs, arrows, underlining, cutting-and-pasting)*
Uses appropriate problem-solving strategies	
Demonstrates logical thinking	
Makes relevant connections	

ii. Using student samples to develop success criteria (3:24–3:55)

Collaboratively examining student work is a powerful way for teachers to begin to develop a list of success criteria for a task. Teachers have implicit knowledge of the success criteria for achieving learning goals. Articulating these criteria in a way that is meaningful to students can, however, be challenging. By examining samples of student work, teachers can:

- identify the significant traits of successful performance;
- agree on the focus of the criteria;
- express in consistent, clear language what they are looking for in a performance or product.

Samples may be saved from previous classes, or shared among colleagues.

> *Setting clear targets for student learning involves more than posting an instructional goal for students to see. It also requires elaboration of the criteria by which student work will be judged.*
>
> *(Shepard et al, 2005)*

After Viewing

Activity 5 In *teacher moderation*, teachers collaborate with colleagues to establish criteria for assessing student work. Join with a colleague(s) to engage in this process. Samples can take many forms – artefacts, projects, presentations, research papers, and performances in oral, written, and video form – and can come from a variety of sources – previous years' work, texts, teacher resources, professional publications. Choose those samples that directly relate to your work with your students.

For more information, see Literacy and Numeracy Secretariat, *Teacher Moderation: Collaborative Assessment of Student Work* (2007), available at: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf

Extending the Learning

Activity 6 Select a task that you will be asking students to perform for which you or a colleague may have some samples. What learning are students expected to demonstrate? How are the knowledge and skills connected to the achievement chart? What are the characteristics of achievement that form the basis of the criteria? With a colleague, develop a list of "look-fors" for the task.

Activity 7 Consider the following questions when reflecting on your assessment practices:

- What value is there in students knowing, *in advance*, what they are expected to learn and what it will look like when they have successfully learned it?
- How does explicitly teaching students to be "assessment literate" lead to independent learning?
- What significance do *success criteria* have in your classroom assessment and instruction?

Segment 5 **Helping Students Understand Criteria**

Once teachers have identified the success criteria relating to a task and its learning goals, these criteria need to be shared with students. Why is it crucial that students understand the learning goals and the success criteria relating to a given task? First, as Butler and Cartier (2004, p. 1735) explain, "students' interpretation of tasks drives their planning (e.g., objectives they set), the strategies they select and implement, and the criteria against which they judge their performance during monitoring and self-evaluation."

> *… when students take part in developing criteria, they are much more likely to understand what is expected of them, "buy in", and then accomplish the task successfully.*
>
> *(Gregory, Cameron, & Davies, 1997)*

Secondly, for students to be able to use criteria to self-assess and improve their learning, they need to have a clear understanding of the criteria. In fact, the more they share a common understanding of the criteria with the teacher, the greater their ability to monitor and direct their learning will be.

Key Questions
Why do students need to have a deep understanding of success criteria?
How can teachers help students develop their understanding of success criteria?

What's in This Segment?

Teachers use a variety of strategies to help students develop a deeper understanding of the criteria for a learning goal or task.

While Viewing
Activity 1
Use *Appendix I: Helping Students Understand Success Criteria* to record your observations and thinking while watching this segment.

A. The Benefits and Challenges of Communicating Criteria to Students (1:10–2:50)

This clip shows a common strategy used by teachers to communicate criteria to students: providing a written list of criteria, accompanied by an oral explanation. However, Nicol and Macfarlane-Dick (2006) point out that "many studies have shown that it is difficult to make assessment criteria and standards explicit through written documentation or through verbal descriptions in class … Most criteria for academic tasks are complex, multidimensional (Sadler, 1989) and difficult to articulate". They suggest that students need to interact with the criteria in a variety of ways. In fact, the more students interact with the criteria, the more they are able to internalize the look-fors and apply them when assessing the quality of their work or performance.

After Viewing
Activity 2 Anything you do in the classroom to help students engage in discussions about quality work and what it looks like assists students in understanding what it is they are supposed to be learning. Answering the question "What does quality work look like?" is central to understanding

the criteria that will be used to assess and ultimately evaluate student work. For example, some teachers use acronyms such as A.P.E. (Answer, Prove, Extend) to encourage students to think more deeply about their answers and to give them a framework for checking their own work.

Brainstorm all of the ways you help students explore various aspects of quality answers, quality products, quality performance tasks, quality conversations, etc. Once you have generated a list, share the list with a colleague. As you are sharing, use the following framework to help guide your thinking:

1. Compare similarities and differences.
2. Ask for clarification on those strategies that are not clear.
3. Analyse whether any strategies suggested might be applicable in a different context. If so, record where and how you might use them.

In your conversation try to keep the focus on how you are helping students understand the criteria associated with quality work.

B. Strategies to Help Students Understand the Success Criteria (2:51–5:53)

A variety of strategies are shown to help students develop a deeper understanding of criteria. While these take time to introduce and implement with students, there are tremendous benefits. Shepard (2006, p. 631) points out:

> … when teachers help students understand and internalize the standards of excellence in a discipline – that is, what makes a good history paper or a good mathematical explanation – they are helping them develop the metacognitive awareness about what they need to attend to as they are writing or problem solving. Indeed, learning the rules and forms of a discipline is part of learning the discipline, not just a means to systematize or justify grading.

After Viewing

Activity 3 Use *Appendix J: Sharing and Clarifying Success Criteria – Reflecting on My Practice* to consider how you might apply some of the strategies shown in the video.

Activity 4 When asking students to apply criteria to a sample, teachers can help students develop a deeper understanding by focusing on a single criterion at a time, rather than asking students to use all of the criteria identified for a task.

Consider a task that students will be completing. Provide students with a sample of student work. Identify a single success criterion and ask students, working in pairs, to assess the sample only in relation to the identified criterion.

Bring the class together to debrief the discussions. When debriefing with students:

1. ask them to explain their thinking;
2. elicit questions they may have;

Are the criteria fully and carefully defined and open to all or are they nebulous and guarded so that students must guess what is being taught?

(Arter & Spandel, 1992)

3. if students vary in their assessments, ask them to discuss, in pairs, how they applied the criterion, and their justification for their assessment.

Keep in mind that the focus of the debrief is not whether an assessment is right or wrong, but rather the learning that ensues as a result of applying the criterion, and exploring different judgements. While debriefing, the students or teacher may identify additional criteria that clarify the original criterion. Record these ideas for display with the success criteria for this task.

Activity 5 One way that students come to an understanding of the success criteria for a task is by doing the task and noting what they did to be successful. (Teachers can also use this strategy to identify the criteria.)

1. Select a task that involves a skill or a process that students develop over time (e.g., solving a math problem; revising a piece of writing; conducting an investigation).
2. Have students work on a task related to the identified skill or process.
3. When they have finished, ask students to think about what they did to be successful. Record their ideas and display for future reference.
4. Over a period of time, ask students to practise the skill or process, and as a result, to add to or revise the list of success criteria.

Extending the Learning

Activity 6 In certain learning contexts, it may be counter-productive to share the success criteria with students at the outset of the learning. For example, when students are involved in collaborative inquiry, or investigation, teachers may choose to share the success criteria for the *inquiry process* at the beginning of the task, and to share the success criteria relating to the *knowledge and skills* students are to learn as a result of the inquiry after students have finished conducting their investigations. While students are conducting the investigation, teachers can prompt students to:

- use the process criteria to self-assess their use of the inquiry process;
- think about, identify, and/or record any success criteria relating to the results of the inquiry.

Chappuis (2009, p. 41) suggests: "Make sure they [students] can describe the intended learning *before* you ask them to engage in sustained independent practice and *before* the summative assessment."

1. Think about a learning context where students are conducting an inquiry (e.g., discovering relationships in mathematics; investigating the growth of plants; conducting research in Canadian history).
2. Identify the learning goals. What are students expected to learn?
3. Identify criteria relating to the successful completion of the inquiry:
   - What might be criteria relating to the inquiry process?
   - What might be criteria relating to the learning that results from the inquiry?

The chart below provides an example of an inquiry question, the learning goals, and some possible criteria:

Inquiry question: How do different materials conduct electricity?	
Learning goals: We are learning to plan and carry out an inquiry. We are learning to explain how different materials conduct electricity.	
Criteria for investigation *(We are learning to plan and carry out an inquiry.)*	Criteria relating to the learning that results from the inquiry *(We are learning to explain how different materials conduct electricity.)*
• Make predictions • Select appropriate equipment • Use equipment and materials safely • Identify and control variables • Gather data accurately • Record data in an organized way • Interpret data (explain the meaning)	• Define “conductors” and “insulators” • Identify the characteristics of materials that are conductors or insulators • Explain how materials allow static charge to build up or be discharged

How will you share and clarify the criteria with students?

Segment 6 **Co-constructing Success Criteria**

Collaborating to develop criteria, sometimes referred to as *co-constructing criteria* (Gregory et al, 1997), helps students and teachers to reach a common understanding of the criteria by which performance will be judged. By directly involving students in the development of criteria, teachers help students to deepen their understanding of what success looks like. The process invites students to share their initial ideas and understandings about the characteristics of successful performance. As learning progresses, teachers guide students in exploring and refining their understanding of the criteria by having them continuously reflect on and apply the criteria as part of their learning activities.

> *… to the extent that criteria are shared, students [receive the] power to recognize strong performance, power to identify problems in weak performance, and power to use criteria to change and improve performance.*
>
> *(Arter & Spandel, 1992)*

Key Questions

Why is student engagement in defining success criteria crucial to learning?

How are success criteria linked to learning goals and self-assessment?

What's in This Segment?

The teachers and students in this video use the following process outlined by Gregory, Cameron, and Davies (1997) to identify and understand success criteria:

- Step 1: Brainstorm.
- Step 2: Sort and categorize.
- Step 3: Make and post a T- chart.
- Step 4: Add, revise, refine.

Additional information and activities relating to co-constructing criteria are presented in the "Self-Assessment" video in this series (see Segment 2).

A. Benefits of Involving Students in Defining Success Criteria (0:47–1:07)

Research confirms the benefits of involving students in defining the success criteria for a goal or task. By collaborating with the teacher to define the criteria, students begin to develop an understanding of what quality means in the context of their own work. Wiliam (2007) emphasizes that simply sharing criteria with students is not enough because "the words do not have the meaning for the student that they have for the teacher".

B. Co-constructing Criteria

i. Generating criteria (1:08–5:21)

The process of co-constructing criteria begins with having students brainstorm a list of possible "look-fors" for a learning task or goal. In this clip, teachers have shared the learning goal with students, and have presented them with a task (i.e., writing an opinion piece; conducting a scientific inquiry relating to molar mass). They begin the brainstorming process by asking students to think about what success looks like (e.g., "What does it look like when we do this well?" or "How do we know we have learned to _____?").

After Viewing

Activity 1 Reflect on (and discuss if viewing with others) the following:

1. How do the teachers in the video help initiate and guide students' thinking about criteria?
2. How does this learning activity enhance students' assessment knowledge, skills, and literacy?
3. Is there anything that surprised you?
4. What prior learning might the teachers have addressed to get the students to this point in their learning?

Activity 2 The video clip shows a variety of approaches you might take when asking students to brainstorm success criteria. If students have prior experience with the knowledge or skills being addressed, you might simply ask them to think about what success looks like. Giving students time to think and discuss with peers prior to brainstorming as a whole class (e.g., using a Think-Pair-Share* strategy) may help those who need extra time to process their thinking.

Providing anonymous samples of student work is another way to initiate students' thinking about success criteria. By examining stronger and weaker samples, students are able to identify the characteristics or traits that embody successful performance.

Another way to develop criteria with students is to ask them to think about and make jot notes about the criteria as they are working through a task or assignment. This is a particularly effective way of generating criteria when:

- students have limited prior knowledge or experience with the learning
- students are identifying criteria for a skill that they are developing over an extended period of time and will be using repeatedly (e.g., a problem-solving skill, an inquiry skill).

At the end of the task, ask students to share their notes on what the criteria might be. Post these criteria for ongoing reference, review, and revision.

Another approach teachers can take is to provide the categories and ask students to brainstorm related criteria. An example is provided below:

Category	*Possible criteria students may generate*
Expresses mathematical ideas in an organized way	• Use different ways to explain ideas (e.g., pictures, numbers, words, graphs, diagrams) • Show all steps • Use mathematical symbols correctly • Use mathematical words from the word wall when explaining • Show the steps you did or your thinking in order from first to last • Use different colours to show different ideas

Try the first step of the co-construction process, brainstorming criteria, with your students. Select a task or activity that is familiar to students (e.g., setting class rules, conducting a science

investigation, descriptive writing, taking notes). Have students brainstorm criteria ("look-fors") for quality performance.

1. Begin with a Think-Pair-Share-Square* strategy. Ask, "What would it look like to do this well?"
2. After they have had some time to think and discuss in their quartets, record all responses from the students during the brainstorming.
3. Encourage discussion to elicit students' understanding, to clarify meaning, and to build consensus on the criteria.
4. Guide the conversation and, if necessary, add your own criteria to ensure that the list reflects what is significant for a successful performance.

**Think-Pair-Share (Lyman, 1981) is a strategy that gives students the opportunity to reflect on a question and process their thinking by sharing with another student. Think-Pair-Share-Square adds an additional step by having pairs share with each other.*

ii. Sorting and categorizing (5:21–6:48)

Once students have generated ideas for criteria, the list needs to be organized so that it is manageable for use in providing feedback, self- and peer-assessing, and goal setting. By grouping like or related criteria into categories, students are better able to internalize the characteristics of successful performance on the task and/or learning goals. Clustering "like" criteria under a single heading can help students to identify aspects of their work that need improvement, while at the same time prioritizing and limiting the number of criteria they need to attend to. Organizing the list helps students to remember, prioritize, and internalize the criteria. It can also increase students' commitment to the instructional goals (Rolheiser & Ross, 2001).

After Viewing

Activity 3 Reflect on (and discuss if viewing with others) the following:

1. How does "sorting and categorizing" exemplify the seamless integration of assessment and instruction?
2. What benefits might come from engaging students in this exercise?

Possible benefits could be:

- *a higher degree of students' ownership of and responsibility for their learning;*
- *development of a common and meaningful set of standards;*
- *deeper understanding of criteria and quality work;*
- *a redefined student–teacher partnership.*

Activity 4 Revisit the brainstormed list of criteria resulting from Activity 2 in this segment. Have students group criteria that are similar. Ask them to suggest a name for each group and be prepared to explain their choice during class discussion.

Alternatively, provide students with a list of brainstormed criteria relating to a current learning goal or task, and ask students to work in pairs to sort and categorize the list. Encourage them to justify their choices to their partner, and to share their thinking during class discussion.

iii. Sharing and displaying criteria (6:49–7:02)

Once organized, the co-constructed criteria can be shared and displayed in a variety of ways, depending on how the criteria are to be used. Displaying the criteria in the classroom using an anchor chart or T-chart makes the "look-fors" easily accessible to students during learning. Teacher-developed templates, checklists, and rubrics make the criteria accessible to students for use in self and peer assessment. Some samples of teacher-developed materials are available in the Viewing Guide for the *Self-Assessment* video in this series (pp. 36 – 39).

After Viewing

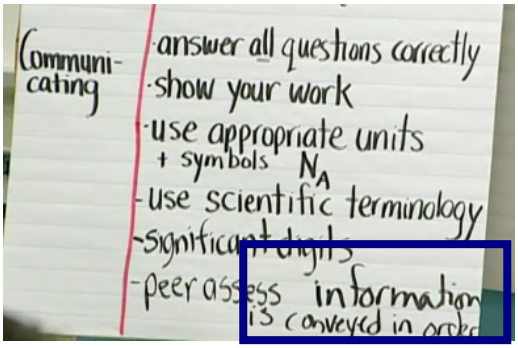
Activity 5 Review the categorized criteria resulting from Activity 4 in this segment. Decide how best to share the criteria with students. Use one of the teacher-developed templates referenced above, or design your own.

iv. Revisiting and revising criteria (7:03–7:54)

As students work with the criteria, apply them to samples, and gain a deeper understanding of the learning goals and criteria, it may be necessary to review and revise the descriptors and the language of the criteria. Some students may benefit from limiting the number of criteria or prioritizing specific success criteria at appropriate times depending on how they are progressing in their learning.

Reviewing the criteria as students are learning provides opportunities for the teacher and students to:

- further clarify the "look-fors";
- prioritize those criteria with greatest impact on the learning;
- add additional criteria based on new learning;
- ensure that criteria details facilitate meaningful feedback;
- readily highlight next steps.



A criterion is added to the list

After Viewing

Activity 6 Consider the success criteria chart (template, checklist, etc.) developed as a result of Activity 5 in this segment. Use the criteria to provide feedback to students about a task or performance. Alternatively, have students use the criteria to self- or peer-assess their learning. Afterwards, decide whether the criteria need revision.

1. Is the list complete?
2. Did something occur to you or to the students that might be missing?
3. Do any of the criteria on the list need further clarification?

Make the necessary revisions together with the students.

Activity 7 Once you have co-created criteria with students, reflect on the experience to identify what went well and what was challenging. Consider (and discuss if learning with others) how you might respond to the challenges. Some sample challenges and responses are listed below.

Possible Challenges	Responding to the Challenges
Students may not know enough about the knowledge and skills they are to demonstrate in order to identify the success criteria.	• *Activate prior knowledge by engaging students in a Think-Pair-Share activity to discuss the goals and/or task with a partner.* • *Provide anonymous samples of the task or performance for students to analyse.* • *Ask students to identify success criteria while they are working on a task or practising a skill.*
Students may identify criteria that are not relevant to the goals or task, or may leave out criteria that are significant for successful demonstration of the learning.	• *Keep in mind that this is the first step in the process of developing and refining the success criteria – as learning progresses, teachers identify opportunities to refine students' thinking about the criteria so that students can focus on more significant aspects of the criteria.* • *When co-constructing criteria, teachers are not relinquishing their role as lead learner – if significant criteria are not generated, teachers should contribute them to the list.*
Students may not engage in the process because they see the task of developing the success criteria as the teacher's responsibility.	• *Prior to co-constructing, discuss with students the benefits of knowing the success criteria.*
Co-constructing criteria with students can be time-consuming. Some teachers might find it difficult to justify the time it takes to co-construct the criteria.	*Black et al (2003) note that while "any non-trivial change in classroom teaching involves the teacher both in taking risks and, at least during the process of change, in extra work", improving assessment practices results in improved student achievement and engagement. Working with teachers implementing assessment for learning in their classrooms, they found that the "work involved turns out to be a redistribution of effort". Consider making changes step by step, starting small, and then adding further refinements to practice.* • *Have students discuss what they learned or what doing the learning activities "looks like".* • *Discuss with colleagues other approaches to co-construction that preserve the students' active role and balance the time commitment.* • *Highlight and integrate assessment language and skills into all learning experiences.* • *Share with students up front what you are doing with criteria, and why.* • *Begin small and build on success and engagement.*

	• *Begin slow and let the momentum drive the learning.* • *Provide frequent, focused opportunities to practise generating and applying criteria.*
Showing students samples of work may limit creativity or encourage imitation.	• *Align the tasks with the success criteria and the learning goal(s).* • *Ensure assessment tasks provide the evidence you require.* • *Open up the possibilities and use a diversity of samples.* • *Incorporate "originality and creativity" as a success category, if applicable.* • *Provide open-ended tasks and choice in how students demonstrate their learning.*
Sharing learning goals and success criteria at the outset of learning may not be possible for inquiry and problem-solving activities.	• *Students may record success criteria "en route" as they progress through their inquiry/investigation.* • *Poster paper or sticky notes can be used to record potential success criteria as they are identified during the inquiry. Consensus can be reached following the investigation.* • *An exit card requiring each student to write a learning goal for the inquiry and a number of success criteria will help the teacher assess who has learned what.* • *Alternatively, in groups of four, use a mix and match: Each student records one distinct criterion on a piece of paper. Pairs of students from each group rotate, visiting every other group, and gather similar success criteria to their own that might belong to the same category. Following the mix and match, all return to their home group, name the category, list the criteria on poster paper, and post them for all to see. Students and teacher share their observations, comments, recommendations, and questions prior to coming to consensus.*

Extending the Learning

A. Using Rubrics as Assessment Tools

Rubrics are frequently used for the purpose of evaluation to judge the quality of students' work. The criteria used in rubrics may sometimes be too broad, generic, or vague to be useful to students in their learning, or may be expressed in language they don't understand. However, rubrics can also be used in a student-centred environment as an assessment tool to deepen understanding and improve their learning. Once students have generated success criteria, it is a natural next step to engage them in co-developing the rubric. As a result, the language used in the descriptors and qualifiers will be student-friendly and will make it easier for students to give specific descriptive feedback, identify concrete next steps, and set individual goals.

Activity 8 Examine a rubric you have been using with your students for some time. Is there a criterion that may be too broad or expressed in language challenging to your students?

Ask students to examine the rubric, and have them identify one criterion they understand and one criterion that they do not understand. Have them try to rewrite both criteria in student-friendly language. Engage your students in a class discussion and have them share their observations after the discussion. Next have them apply the revised criteria to an anonymous sample, giving specific feedback on what was done well and what needs to improve.

In the following example, Grade 6 students are learning to write a persuasive text. They have completed their first draft and are in the revision stage of the writing process. The example below shows a criterion from the original rubric for this task, with descriptors at each level:

Rubric Criterion

	Level 1	**Level 2**	**Level 3**	**Level 4**
Revises writing to improve organization and clarity	Makes revisions with limited effectiveness	Makes revisions with some effectiveness	Makes revisions with considerable effectiveness	Makes revisions with a high degree of effectiveness

When teacher and students engaged in rewriting the above criterion in student-friendly language, the result was the following checklist:

Checklist

Persuasive Writing Task I…	Wow!	On target	Getting there	Working on it
• Highlighted main ideas				
• Checked for logical ordering of main ideas				
• Checked to see that each main idea is presented in a separate paragraph				
• Looked for transition words to connect the ideas from one paragraph to the next paragraph (e.g., *also*, *finally*, *as a result*)				
• Checked if writing contains too much explaining and removed extra words				
• Checked if writing was unclear and added details to provide more information				
• Used revising strategies to delete and add text (e.g., cross-outs, arrows, underlining, cutting-and-pasting)				

B. Using Samples to Generate Criteria

Analysing samples of other students' performances of a task is one way to make success criteria visible, both to students and to teachers. This segment shows students examining samples to identify success criteria.

Activity 9 Work with colleagues to identify success criteria for the task that the students in this video segment are assigned.

1. Review 1:58–2:58 of the segment, in which the teacher gives students the instructions for examining the samples.
2. Read *Appendix K: Identifying Success Criteria for a Task*, which provides information about the task, the overall and specific expectations, and the learning goal to be addressed, as well as two sample pieces.
3. Provide copies of the two sample pieces.
4. In pairs, brainstorm possible "look-fors".
5. Next, sort and categorize your list.
6. After brainstorming, sorting, and categorizing your list, review 3:15–5:22 of the segment, in which the students share their ideas for criteria. While viewing, consider the following:

    - How does the teacher draw out student responses?
    - Is co-creation a partnership or is it simply students dictating the criteria?
    - Does it appear that the teacher has identified the criteria prior to co-constructing with students? What evidence is there that the teacher has done this planning?
7. Compare your list with the list generated by the students and the teacher. Discuss your observations with the group.
    - How are your lists different? Why might this be?
    - Are there criteria that you think are missing or that should not be included? What are your reasons for adding or excluding these criteria?

Sharing the design process, weaving the access to and use of quality criteria throughout learning, and keeping expectations and criteria present and public propel the concept of "explicit criteria" into the practice of powerful teaching and learning.
(Martin-Kniep & Picone-Zochia, 2009)

List of criteria created by the students and the teacher

Opinion	Clear, strong point of view Supported with examples and facts from research Uses comparisons Presents a variety of facts and examples True and believable Describes consequences Includes a call for action
Language	Uses advanced vocabulary Descriptive words and phrases Correct spelling and grammar Varied sentence lengths and types

Activity 10 Now that you have become familiar with the practices of identifying, sharing, and clarifying learning goals and success criteria, take some time to reflect on your learning and to determine next steps.

1. What have been some of the key learnings for you?
2. What has been the impact on your students?
3. What aspect of learning goals or success criteria will be the focus for future professional learning?
4. What do you need in order to do this? Where can you get what you need? Whose help do you need to engage?
5. How will you know that you have improved? (i.e., What will you see?)
6. What are some of the next steps in order to further develop these practices? For you? For your students?

APPENDIX A **Where Am I Now? (Segment 1)**

Consider each of the following statements, and indicate R (Rarely), S (Sometimes), or U (Usually).			
A. Developing, Sharing, and Clarifying Learning Goals	**R**	**S**	**U**
I/We ensure that students know what they are expected to know, understand, and do by:			
• Identifying learning goals based on overall and specific expectations			
• Writing clear concise learning goals in student-friendly/grade-appropriate language			
• Stating learning goals from the students' perspective (e.g., "We are learning to …)			
• Designing the learning in incremental steps to build student knowledge and skills			
• Developing learning goals that identify a progression of incremental, scaffolded knowledge and skills			
• Sharing the learning goals at appropriate times in each cycle of learning, usually at the beginning			
• Posting the learning goals visibly in the classroom			
• Having students record the learning goals in their notebooks or on their task			
• Making connections to the learning goals during instruction and when students are engaged in learning activities			
• Clarifying learning goals with students to ensure that students and teacher share the same understanding of what is to be learned			
• Providing students time and opportunity to reflect on and discuss the learning goals			
• Asking students to monitor their progress in relation to the learning goals			
B. Success Criteria	**R**	**S**	**U**
I/We ensure that students understand what successful learning looks like by:			
• Identifying the criteria for success on the learning goals and the assessment tasks when planning assessment and instruction			
• Sharing and clarifying success criteria with students			
• Co-constructing the success criteria with students for significant tasks and learning goals			
• Describing the success criteria in student-friendly language and observable behaviours			
• Using samples, models, and exemplars to identify and clarify success criteria			
• Providing opportunities for students to discuss, review, revise, and come to agreement on the success criteria			
• Modelling applying criteria to concrete samples of strong and weak work			
• Having students practise applying criteria to anonymous work samples			
• Using success criteria as the basis for teacher feedback and for self and peer assessment			

APPENDIX B **My Learning Plan** **(Segment 1)**

After completing *Appendix A: Where Am I Now?*, use this template to develop a learning plan. Begin with small steps and build gradually and progressively on your successes as you and your students become comfortable with the practices. Continue to use *Appendix A: Where Am I Now?* to inform your learning plan as your learning progresses.

1. What is the immediate next step you have identified?	
2. What do you need to know more about?	
3. What specific actions will you take to get there?	
4. What specific support will you need?	
5. What evidence will you look for to demonstrate growth and progress in your learning?	
6. How does your plan involve shifting responsibility for learning from you to your students?	
7. How will you model the knowledge and skills involved in self- and peer-assessing in your learning and practice?	

APPENDIX C **Learning Goals & Success Criteria Quotations**
(Segment 1)

Learning is easier when learners understand what goal they are trying to achieve, the purpose of achieving the goal, and the specific attributes of success.

(Chappuis & Stiggins, 2002)

Assessment for learning is about far more than testing more frequently or providing teachers with evidence so that they can revise instruction, although these steps are part of it. In addition, we now understand that assessment for learning must involve students in the process.

(Stiggins, 2002)

Students can hit any target they can see that holds still for them.

(Stiggins et al, 2006)

When we invest time up front to build the vision [of what students are to be learning], we gain it back later in increased student motivation and the resulting higher-quality work.

(Chappuis, 2009)

Teachers should continually help students clarify the intended learning as the lessons unfold – not just at the beginning of a unit of study.

(Chappuis & Stiggins, 2002)

Many teachers who have tried to develop their students' self-assessment skills have found that the first and most difficult task is to get students to think of their work in terms of a set of goals.

(Black et al, 2004)

In assessing the quality of a student's work or performance, the teacher must possess a concept of quality appropriate to the task, and be able to judge the student's work in relation to that concept.

(Sadler, 1989)

Setting clear targets for student learning involves more than posting an instructional goal for students to see. It also requires elaboration of the criteria by which student work will be judged.

(Shepard et al, 2005)

… when students take part in developing criteria, they are much more likely to understand what is expected of them, "buy in", and then accomplish the task successfully.

(Gregory, Cameron, & Davies, 1997)

Are the criteria fully and carefully defined and open to all or are they nebulous and guarded so that students must guess what is being taught?

(Arter & Spandel, 1992)

… to the extent that criteria are shared, students [receive the] power to recognize strong performance, power to identify problems in weak performance, and power to use criteria to change and improve performance.

(Arter & Spandel, 1992)

Sharing the design process, weaving the access to and use of quality criteria throughout learning, and keeping expectations and criteria present and public propel the concept of "explicit criteria" into the practice of powerful teaching and learning.

(Martin-Kniep & Picone-Zochia, 2009)

Students can only achieve learning goals if they understand those goals, assume some ownership of them, and can assess progress.

(Nicol & Macfarlane-Dick, 2006)

Learning is more likely to be fostered when feedback focuses on features of the task (success criteria) and emphasizes learning goals.

(Kluger & DeNisi, 1996)

APPENDIX D **Learning Goals Concept Attainment (Segment 2)**

1. Examine the sample learning goals below. Identify the common attributes of the more effective goals. Jot down your thoughts on what makes an effective learning goal. As you view the rest of this segment, refer back to your list and add or revise.

Less effective	More effective	What makes it more effective?
We are learning to use stated and implied information and ideas in texts to make simple inferences. (Gr. 2 Language)	*We are learning to use clues in the text to know what the author is saying without writing it in words.*	
I can identify and compare different types of quadrilaterals and sort and classify them by their geometric properties. (Gr. 4 Mathematics)	*I can explain what a quadrilateral is.* *I can identify several geometric properties related to quadrilaterals.* *I can use geometric properties to describe how quadrilaterals are the same and different.* *I can sort and group quadrilaterals using different geometric properties.*	
We are learning to read labels on foods. (Gr. 5 Health and Physical Education)	*We are learning to make healthier personal food choices by using information on food labels.*	
We are studying the creative process. (Gr. 8 Arts)	*We are learning to rework a piece using feedback from our teacher and classmates.*	
Students will know how to create and perform phrases that explore two or more elements of dance. (Gr. 9 Dance)	*We are learning to create and perform phrases that explore two or more elements of dance.*	
I will be able to use appropriate descriptive and evocative words, phrases, and expressions to make writing clear and vivid for the intended audience. (Gr. 10 English)	*I will be able to use descriptive words, phrases, and expressions to clearly describe a scene or situation.*	
We will understand the uses of buttons, labels, and text fields. (Gr. 12 Computer Studies)	*I can identify and describe common controls used in graphical user interfaces.* *I can use buttons, labels, and text fields when designing graphical user interfaces.*	

2. Using your observations from the “What makes it more effective?” column, brainstorm a list of criteria for effective learning goals. (If learning with others, do this as a group.)

3. Are there criteria that are similar or related? Categorize and sort the list.

APPENDIX E **Learning Goals Checklist (Segment 2)**

The following checklist, developed by teachers, contains criteria for writing effective learning goals, and can be used to guide the development of learning goals. As you apply the criteria to the development of learning goals, you may add to or revise the list.

Criteria		**✓ or X**	**Suggestions for Improvement**
Content	• identifies what is to be learned		
	• linked to the overall and specific expectations to be addressed		
	• connected to a big idea		
	• identifies incremental steps to build student knowledge and skills		
Language	• uses clear, concise language		
	• uses language that is student-friendly and grade-appropriate		
	• uses verbs that describe specific and observable actions		
	• stated from a student's perspective (e.g., "We are learning to …)		

APPENDIX F **Sharing and Clarifying Learning Goals (Segment 3)**

Questions to Consider	**Observations**
What strategies do teachers employ to ***share*** the learning goals with their students? (1:17–2:05)	
What strategies do the teachers employ to help students ***clarify*** their overall understanding of the learning goals? (2:06–5:50)	

APPENDIX G **Sharing and Clarifying Learning Goals – Reflecting on My Practice** **(Segment 3)**

Use the following Think-Pair-Share-Square* activity to reflect on your current practice and to set a goal for implementing next steps.

1. Reflect on your current practices using the questions in the chart below. Record your thoughts in the space provided. (Think)
2. Pair up with another person and share your observations. (Pair)
3. As an extension of your sharing, find areas where your thinking "squares" with your partner's thinking – i.e., where your thinking is similar and reflects a common understanding. Also, explore areas where your thinking does not necessarily reflect a common position. Clarify your thinking with your partner, keeping in mind that you might end in a position where you can agree to disagree agreeably. (Share)
4. Square up with two other people who have just gone through a similar process. Try to "square" your thinking with them using the same process as above. (Square)

Reflect on your current practice:	**In my practice …**
How do I help my students clarify their understanding of the learning goals established?	
What opportunities do my students have to reflect on the meaning of the learning goals?	
What opportunities do my students have to connect the learning goals to the big ideas of the course or subject?	
What opportunities are there for students to give and receive feedback (peer, self, teacher) about their learning in relation to the learning goals?	

*Think-Pair-Share (Lyman, 1981) is a strategy that gives students the opportunity to reflect on a question and process their thinking by sharing with another student. Think-Pair-Share-Square adds an additional step by having pairs share with each other.

APPENDIX H **Tracking Progress** (Segment 3)

Below are examples of formats designed by teachers to help students track their progress in achieving learning goals. By dating their self-assessments, students can keep a record of their progress over time.

Sample 1

Learning goals *We are learning to:*	**Just beginning**	**Making progress**	**Got it**
• *identify polynomial expressions*			
• *identify like and unlike terms*			
• *group like terms*			
• *simplify polynomial expressions by addition and subtraction*			

Sample 2

Learning goal(s) *I am learning to set individual learning goals and monitor my progress.*				
Criteria	**Just starting**	**Making progress**	**Got it**	**Questions I have / I need to know:**
I set goals that are reasonable.				
I identify what success looks like on a goal.				
I use the criteria to see how I am doing.				
I get feedback from my teacher and peer to help me improve.				
I act on the feedback to make the improvements.				
I think about where I need to go next.				

Sample 3 (Used by students in the video)

Tracking My Learning

Learning goal:

We are learning to _____

_____

_____

Indicate where you are in terms of the learning goal:

WOW	Almost WOW	On the way to WOW	Where's the WOW?

Give an example/proof that shows how you have met the learning goal:

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX I **Helping Students Understand Success Criteria**
(Segment 5)

Use this organizer to record the strategies used by teachers in the video to share and clarify success criteria. After viewing, reflect on (and discuss if viewing with others) how the strategy affects students' understanding of the criteria.

What strategies do teachers employ to help students deepen their understanding of the success criteria? (1:10–5:53)	How might this strategy affect students' understanding?
1.	
2.	
3.	
4.	
5.	
6.	

APPENDIX J **Sharing and Clarifying Success Criteria – Reflecting on My Practice** **(Segment 5)**

Use the following Think-Pair-Share-Square* activity to reflect on your current practice and to set a goal for implementing next steps.

1. Reflect on your current practices using the questions in the chart below. Record your thoughts in the space provided. (Think)
2. Pair up with another person and share your observations. (Pair)
3. As an extension of your sharing, find areas where your thinking "squares" with your partner's thinking – i.e., where your thinking is similar and reflects a common understanding. Also, explore areas where your thinking does not necessarily reflect a common position. Clarify your thinking with your partner, keeping in mind that you might end in a position where you can agree to disagree. (Share)
4. Square up with two other people who have just gone through a similar process. Try to "square" your thinking with them using the same process as above. (Square)

Reflect on your current practice:	**In my practice …**
How do I help my students clarify their understanding of the success criteria?	
What opportunities do my students have to practise applying the success criteria?	
What opportunities are there for students to receive feedback from me in relation to the success criteria?	
What opportunities are there for students to give and receive feedback about their learning in relation to the success criteria? (peer, self, teacher)	

*Think-Pair-Share (Lyman, 1981) is a strategy that gives students the opportunity to reflect on a question and process their thinking by sharing with another student. Think-Pair-Share-Square adds an additional step by having pairs share with each other.

APPENDIX K **Identifying Success Criteria for a Task (Segment 6)**

The Task*	**Learning Goal**
Students were asked to write a letter to the editor giving an opinion about a current issue. They were reminded to support their points of view with relevant facts and to be clear and persuasive.	We are learning to identify and express a point of view that is supported by research.

Expectations from the Ontario Curriculum, Grade 7 Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

Research

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources *(e.g., use a timeline to organize research tasks; interview people with knowledge of the topic; identify and use appropriate graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)*

Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data *(e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a "Plus/Minus/Interesting" chart)*

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies *(e.g., making jot notes; grouping according to key words; making charts; drawing webs)* and organizational patterns *(e.g., combined/multiple orders such as comparison and cause and effect)*

Review

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary *(e.g., check for errors or omissions in information using a T-chart)*

Point of View

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Teacher prompt: "How could you let your audience know you have thought about other points of view?"

Student Samples

Sample 1

Dear Editor,

Do you understand why we have to wear those pain in the neck bike helmets? Me either.

I myself don't wear a bike helmet and I don't see why a teen of any age should have to wear one either. When most people become teenagers they start to mature and quit driving bikes like a wild child.

In my opinion, only children under the age of 12 should have to wear them. I feel this way because most kids around this age are still a little bit wacked and doing crazy things. Also most children around the age of 6 and under are probably still learning to ride a bike. The law people should also do something about that fine, maybe, like lowering it. If they don't change the laws and they keep the age at 16, the police should have a choice whether to stop the kid or just give him a friendly wave. If the person is driving safely don't stop him, but if he is driving like a crazy wild child, I give them all rights to stop them or give him a warning.

Sure a helmet will protect your head, but if you're driving slowly and safely I don't see why we have to wear them. One consequence though would be, that there are still some crazy drivers and with one wrong turn of the wheel, well you never know.

In conclusion, I would like to say that, if you feel that you can drive a bike without having too bad of an accident, that you should have a choice whether or not to wear one.

Sincerely,

Sample 2

Dear Editor,

I believe that the prices for recreational activities are outrageous! People are saying that Canada's children are becoming "couch potato kids," but really all that's happening is that the kids' parents are taking one look at the sport prices and turning the other way!

In our small town, prices are sky-high! For figure skating you have to pay a user fee (for the use of the ice), group lesson fees, and, if you are a high-level skater, you need a pair of $500 skates. If you really want to improve, you need to pay again for "Club Ice," and private lessons for 15 minutes, it costs about $8.00, per lesson. Then there are those darn expensive competitions!

I've been told that we're lucky to live in a small town, because in cities, prices are even higher! I say, that if the prices rise much more they'll be standing on the moon, waving at us!

As for hockey, well, the hockey players pay more for their equipment than the rest altogether. In our small town they pay about $600 for (good) equipment, and about $160 more to sign up. On the other hand, in Thunder Bay, it costs almost $500 just to try out! What is this? The price is wrong?

We have one small pool here, and it's not even indoors. So why do we have to pay $2.50 per swim, when two years ago it was about $2.00? That really adds up over the summer.

At the closest indoor pool, it costs around $5.00 for kids, and $7.00 for adults. How many people love traveling so much that they'll drive for an hour every weekend (or less), to spend two hours in an indoor pool? More than you'd expect, that's for sure!

If we don't do something about the prices of recreational sports, the children of Canada will become couch potatoes. What can we do? We can fund raise. We can help the children who already do (not that it's only kids, it's adults as well). If you don't help, well, then don't complain when your kid is a couch potato.

Sincerely,

*The task and the student samples are taken from *The Ontario Curriculum – Exemplars, Grades 1–8: Writing*, pp. 141 and 146.

APPENDIX L **Suggested Reading**

Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development.
While this book focuses on feedback, it emphasizes the importance of learning goals and success criteria in providing quality feedback and supporting students in developing their self- and peer-assessment skills (pp. 72–73).

Clarke, S. (2008). *Active learning through formative assessment.* London: Hodder Education.
Clarke focuses on the critical importance of students playing an active role in the learning and assessment processes. Specific examples of how teachers involve students of all ages in understanding learning goals and success criteria are provided.

Gregory, K., Cameron, C., & Davies, A. (1997). *Knowing what counts: Setting and using criteria*. Courtenay, BC: Building Connections Publishing.
Provides a four-step process for co-constructing criteria with students, and explains how to use the criteria with students to assess their learning. It also includes a variety of templates for tools for teachers and students to use when assessing, providing feedback, and planning next steps.

Moss, C., & Brookhart, S. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders.* Alexandria, VA: Association for Supervision and Curriculum Development.
Chapter 2, "Leveling the Playing Field: Sharing Learning Targets and Criteria for Success", defines what is meant by sharing and clarifying goals and criteria; explains the connection between clear, shared goals and criteria and motivation to learn; provides specific strategies for helping students understand goals and criteria; identifies and dispels common misconceptions; and sets out a process for modelling the use of goals and criteria in professional learning.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning – Doing it right, using it well*. Portland, OR: Educational Testing Service.
Chapter 3, "Assess What? Clear Targets", describes the benefits of clearly identifying learning goals for teachers, students, and parents; suggests a process for stating goals in student-friendly language; describes different types of learning goals; and models how to deconstruct a curriculum standard.

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Arter, J., & Chappuis, J. (2006). *Creating and recognizing quality rubrics*. Portland, OR: Educational Testing Service.

Arter, J., & Spandel, V. (1992). Using portfolios of student work in instruction and assessment. *Educational Measurement: Issues and Practices, NCME Instructional Module* (Spring), 201–209.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan, 86*(1), 9–21.

Black, P., Harrison, C., Lee, C., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice* (pp. 32–42). New York: Open University Press.

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Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development.

Butler, D., & Cartier, S. (2004). Promoting effective task interpretation as an important work habit: A key to successful teaching and learning. *Teachers College Record, 106*(9), 1729–1758.

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