

GUIDELINES FOR CO-CONSTRUCTING SUCCESS CRITERIA

- First select a learning intention for which you will develop success criteria.
- Make sure you are aware of the expectations provided by the standards or curriculum. This helps you formulate clarifying and probing questions when learners are analyzing samples.
- Then select class work samples, previously made anchor charts, or targeted collections of learners' individual work that will make mastery of the learning intention concrete.
- Introduce the learning intention and the task of co-constructing what success looks like or how learners will know they have met the learning intention.
- Place learners into small groups or pairs and give them copies of the class work samples, anchor charts, or their individual folders/portfolios of relevant work. The class work samples may or may not be labeled as “exceed expectations,” “meets expectations,” or “needs revising.” This will depend on the readiness of your learners. If the samples are not labeled, the first task is for learners to identify the level of performance. Allow time for discourse and debate, moving from group to group to ask clarifying and probing questions.
- As learners begin to identify essential characteristics of each sample, provide sticky notes so they can document and organize their thinking.
- Facilitate the sharing of the success criteria by asking groups/pairs to share the criteria selected, determining commonalities across the class, and negotiating which criteria will be included in the final success criteria.
- Once success criteria have been determined, decide on the approach for showing and knowing expectations of success (e.g., *I can* statements, *We can* statements, a single-point rubric, an analytic/holistic rubric).
- Display the co-constructed *I can* statements, *We can* statements, a single-point rubric, or an analytic/holistic rubric so that the success criteria are visible as learners get started with the learning experience.