II. Criteria for Success

Criteria for success should be clearly identified and communicated to students. This dimension focuses on how the teacher identifies the criteria for success for a particular lesson's learning goals and communicates these criteria to the students. Research suggests that students are more able to demonstrate their own learning when they understand what quality work actually looks like. In this rubric, the focus is primarily on the sharing of explicit expectations (e.g., *"I can" statements, preflight checklists, rubrics, exemplars*) that communicate quality.

At the lower ends of the rubric, criteria for success are not used, are used in a minimalist manner, or do not hold students to sufficiently high expectations. At the higher levels, criteria for success are integrated into the lesson, are accessible to students, and support student learning.

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
The teacher does not provide criteria for success. ---------------- *or* ----------------- Criteria for success are just a list of correct answers (e.g., vocabulary test, list of important historical dates, math fact sheet).	The criteria for success are not appropriate for the learning goals (e.g., they only refer to task requirements rather than helping students understand what quality work would look like in relation to the learning goals) or are not appropriate for students. ---------------- *or* ----------------- The criteria for success are expressed in language that is not *accessible* to students. ---------------- *or* ----------------- The teacher makes only a reference to criteria, such as "I can" statements, but without any explanation or presentation (e.g., "When you are done with the problem, you will use the rubric to score it"), and students do not seem to be familiar with the rubric and/or are not able to use it meaningfully.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students. -------------------------------------- The teacher presents or reviews the criteria with students but does not provide a way for students to internalize the criteria or to use the criteria effectively, resulting in few students engaging with the criteria in meaningful ways.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students. -------------------------------------- The teacher engages the students with the criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, but only some students seem to understand or engage with the process in meaningful ways.	The criteria for success are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students. -------------------------------------- The teacher deeply engages the students with the criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, allowing the majority of students to engage with the criteria in meaningful ways that support learning throughout the lesson.

Observation Notes
Criteria for Success

Criteria for success describe what success in learning would look like or what students could do to demonstrate their learning. The criteria can take the form of *"I can" statements* that explicate what all students will know or understand by the end of the lesson, a *rubric* that students can use to check their work, *exemplars* that illustrate aspects of quality, or a preflight checklist).

It is possible that an observer may not be in the room when learning goals are stated. In such cases, it is possible for a set of presented success criteria to be considered appropriate for the learning goals even if the observer does not see the teacher explain the goals to the students. To make this determination, the observer must be able to make a reasonable inference about what the goals were.

In order to be appropriate, the criteria for success must not be too basic or complex. This judgment will depend on the age and abilities of the students. For example, the expectations for what students will be able to do by the end of a lesson (criteria for success) will be different for second-grade students than the expectations for high school students. Evidence for the appropriateness of the criteria comes from the observer's professional knowledge base and from observable evidence that students are or are not progressing toward the criteria throughout the lesson. Questions can also be posed directly to students to provide further evidence of how they understand the criteria for success.

The judgment about whether the language used to express the criteria for success is *accessible* to students will also depend on the age and abilities of the students. For example, the language used by a second-grade teacher to describe a particular expectation will be different than the language used by a high school teacher. Evidence for the accessibility of the language comes from the observer's professional knowledge base and from observing student questions and discussion during the lesson. Questions can also be posed directly to students to provide further evidence of how they understand the expectations for the lesson.

The rubric refers to opportunities for the internalization and effective use of criteria for success. Opportunities that allow for the internalization and effective use of the criteria may include student involvement in developing the criteria, opportunities for students to practice using the criteria with exemplars or on previous assignments, and support and time for students to use the criteria on their current work. The professional judgment to be made here is whether these activities support student understanding and progress toward the expectations. For example, in addition to discussing the levels of a rubric a teacher may also provide exemplars of different score levels, engage students in a scoring session in which they apply the rubric to stronger or weaker performances, provide opportunities for students to discuss the independent features of stronger or weaker work, or structure opportunities for students to apply criteria to their own or each other's work. You probably will not see a teacher do all of these examples in a single lesson. Evidence may also include reference to previous lessons in which some of these activities took place and are being built on in the current lesson.

- For example, a teacher might work with students to develop success criteria during a lesson and then mention that the students will be using the criteria in subsequent lessons to provide feedback to each other. This observed lesson would be scored high on the *Criteria for Success* dimension, but it would be scored as "not observed" for on the *Peer Feedback* dimension.

- Alternatively, the observed lesson would likely be scored high on both dimensions if the lesson focused on the peer assessment part of the sequence and the teacher reviewed the criteria for success that the class had developed during the previous lesson and then reminded the students of how to use these criteria as part of the peer assessment process.

- If the criteria for success were posted on a board and the teacher reminded students to complete their projects using the criteria for success as a guide to help them evaluate their work before they handed in a final version, and the students were then seen comparing their work against the criteria for success, it is likely that the lesson would be scored high on both the *Criteria for Success* dimension and the *Self-Assessment* dimension.

- If the criteria for success were posted on a board and the teacher only reminded students to complete their projects and hand them in so that she or he could provide feedback for them using the criteria for success, given that there was no described or observed opportunity for students to engage with or internalize the criteria, the lesson would likely be scored low on the *Criteria for Success* dimension. However, it may be scored higher on the *Descriptive Feedback* dimension.

Additional Notes: _____

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