Assessment for Learning

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Primary (Assessment)
SUCCESS CRITERIA
Aims:

- What?
- How?
- Why?
What Are Success Criteria?

‘... success criteria summarise the key steps or ingredients the student needs in order to fulfill the learning intention – the main things to do, include or focus on.’

- Shirley Clarke
Effective Success Criteria...

- are **linked** to the learning intention;
- are specific to an activity;
- are **discussed and agreed** with pupils prior to undertaking the activity;
- provide a **scaffold** and focus for pupils while engaged in the activity; and
- are used as the basis for **feedback** and peer-/self-assessment.
Success Criteria

Learning Intentions
‘What’ and ‘Why’

* Success Criteria
* ‘How to recognise success’
LEARNING INTENTION

Current knowledge and skills

Learning goals

Learning goals

Learning goals

Desired knowledge and skills

LEARNING INTENTION
LEARNING INTENTION

to understand a passage

Current knowledge and skills

scaffolding

match pictures with words

answer questions orally

answer questions in writing

retell what the passage is about

talk about the passage

Current

LEARNING INTENTION
scaffolding

Current knowledge and skills

- choose the smaller number
- count on to the next hundred
- decide how much needs to be added
- decide on the answer
- create sums of my own
- use another method to find a difference
- to find a difference by counting on
X’jafu l-istudenti? Fejn qegħdin fit-tagħlim?

naghraf il-hoss tal-ittra d

naghraf l-ittra d

nghid kliem li jibda bl-ittra d

nikteb l-ittra d

naghraf l-ittra d fi kliem

insib u niktet kliem minn storja li fih l-ittra d

L- ittra d

L-Intenzjoni tat-Tagħlim
Ser ninduna li tghallimt għax:

- nagħraf il-ħoss tal-ittra
- nagħraf l-ittra

- nghid kliem li jibda bid-
- nikteb l-ittra

- nagħraf l-ittra fi kliem
- nsib u nikteb kliem minn storja li għandu d ġo fih
coins and their value

- match the same coins
- choose the smallest and largest coin
- match the coins to the correct value
- sort the coins in order - which coin is worth least and which is worth most
Jien ser nitgħallem: nifhemstorja

Ser ninduna li tghallimt għax:

- **NAGĦMEL** l-istampi f'ordni
- **INKOMPLI** s-sentenzi
- **NIRRISPONDI** l-mistoqsijiet b'mod orali u bil-kitba
- **NISTAQSI** mistoqsijiet dwar l-istorja
- **NIKTEB** l-istorja fi kliemi
Il-Fehim mill-Qari - *Niftakar li nista’*

- **INSIB** stampa/i

- **NERĠA’ NAQRA** l-istorja

- **INSIB** kliem jew frażijiet importanti

- **INSIB** partijiet li fhimt mill-istorja

- **NAĦSEB** dwar it-tifsira tal-istorja u **NGĦID** x’fhimt
We are learning to:

understand what the story will be about
What will the story be about?

I can:

- Find the front cover and title of the book
- Find pictures to help me – picture walk
- Think and say what the story might be about
- Find the back cover and the blurb
- Say what the story might be about
Learning Intention: I will learn to write an advert.

- juicy words
- appropriate adjectives
- clear and catchy title
- big, bold and colourful picture
- contacts
- picture describes main idea
- short, detailed sentences
- a special offer can be added
I can write super sentences!

- My sentence starts with a capital letter.  
  My dog is big.

- My sentence has spaces between the words.  
  My_dog_is_big.

- I spelled my sight words correctly.  
  Word Wall

- My sentence has the correct punctuation.  
  My dog is big.
<table>
<thead>
<tr>
<th><strong>READ</strong></th>
<th><strong>(R)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERSTAND</strong></td>
<td><strong>(U)</strong></td>
</tr>
<tr>
<td><strong>CALLUCATE/DECIDE</strong></td>
<td><strong>(C)</strong></td>
</tr>
<tr>
<td><strong>SOLVE</strong></td>
<td><strong>(S)</strong></td>
</tr>
<tr>
<td><strong>ANSWER</strong></td>
<td><strong>(A)</strong></td>
</tr>
<tr>
<td><strong>CHECK</strong></td>
<td><strong>(CK)</strong></td>
</tr>
</tbody>
</table>

Make sure you read the question, twice!

Highlight the keywords. What is it asking you to do? Could you explain it to someone else?

What calculation is needed? (+, X, -, ÷)

What strategy are you going to use to solve the problem?

Have you clearly shown your answer?

*Have you checked your calculation? Does it “look” right?
### Good Readers...  

<table>
<thead>
<tr>
<th>Eagle Eye</th>
<th>Lips the Fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the pictures</td>
<td>Get your lips ready</td>
</tr>
<tr>
<td>Stretchy Snake</td>
<td>Chunky Monkey</td>
</tr>
<tr>
<td>S-t-r-e-t-c-h it out</td>
<td>Chunk the word</td>
</tr>
<tr>
<td>Skippy the Frog</td>
<td>Tryin' Lion</td>
</tr>
<tr>
<td>Skip it. skip it</td>
<td>Try the word again</td>
</tr>
</tbody>
</table>

#### Good Readers Ask...  

- **Does it look right?**
- **Does it sound right?**
- **Does it make sense?**
**Success Criteria for Writing an Adventure Story**

<table>
<thead>
<tr>
<th>P</th>
<th><strong>I have included an effective opening:</strong> introducing setting, characters and why</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>I have included character/s:</strong> villain, hero, underdog</td>
<td></td>
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<tr>
<td></td>
<td><strong>I have included a build up:</strong> plot, problem/events in sequence, clues, risks, dangers</td>
<td></td>
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<td></td>
<td><strong>I have included an effective ending:</strong> resolution, any changes or surprises at the end</td>
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<tr>
<td></td>
<td><strong>I have used these features:</strong> dialogue, past tense, first/third person, similes/metaphors, five senses</td>
<td></td>
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<tr>
<td></td>
<td><strong>I have used the right adjectives and vocabulary:</strong> fun, exciting, mysterious, thrilling, brave, courageous</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Target/s:</strong> (How can my story be improved?)</td>
<td></td>
</tr>
</tbody>
</table>

**Target/s:** (How could my advert be improved?)

- 

**New Target/s:**

- 

How does the use of Learning Intentions and Success Criteria benefit pupils?
Benefits for Pupils  (Findings from N.I. Teacher Researchers)

‘Children are more focused and interested, creating a positive learning culture. Their self-esteem is improving also.’

‘We have given children the vocabulary to discuss their own work.’

‘Success can now be achieved by all, even the weakest children!’

‘Pupils are beginning to talk more about how they are learning rather than what they are learning.’
Benefits for Teachers (Findings from N.I. Teacher Researchers)

'I’m more sensitive to individuals’ needs/achievements.'

‘Sharing learning intentions and success criteria at the beginning of the lessons has resulted in teacher and pupils working more in partnership towards a common goal.’

‘Relationships between teacher and pupils are warmer and more positive.’

‘My planning is more effective/focused/thoughtful.’
Success criteria ...

• co-constructed with the children
• put into child friendly language
• shared and written down
• constantly referred to during lesson
• used for peer and self assessment
• tangible and measurable
Setting Success Criteria with Children

- Teacher/learner demonstration of activity while recording down success criteria
- Mind map
- T chart
- prove it/doing it wrong (T modelling it incorrectly)
- brainstorming question
- features of a finished high quality product is discussed
- comparison of two pieces of work
Summary

To take more responsibility for their own learning, pupils need to know:

• **what** they are going to learn;

• **how** they will recognise when they have succeeded; and

• **why** they should learn it in the first place.
Using Learning Intentions and Success Criteria:

• creates more self-motivated pupils;
• empowers pupils to become independent learners;
• improves understanding;
• can help focus feedback.