# LEARNING TARGETS AND SUCCESS CRITERIA

As our system transitions to standards-based practices, learning targets and success criteria become increasingly important. As you may recall, we are unpacking the NAD standards to generate learning targets for the 2.0 and 3.0 levels of proficiency scales. Success criteria come from deconstructing the learning targets into measurable and actionable elements that clarify what it means to successfully meet the learning targets. Almarode, Fisher, Thunder, and Frey (2021, p. 17)) identify a reflective question that begins the process: "What would learners say and do if they have truly mastered the learning intention?"
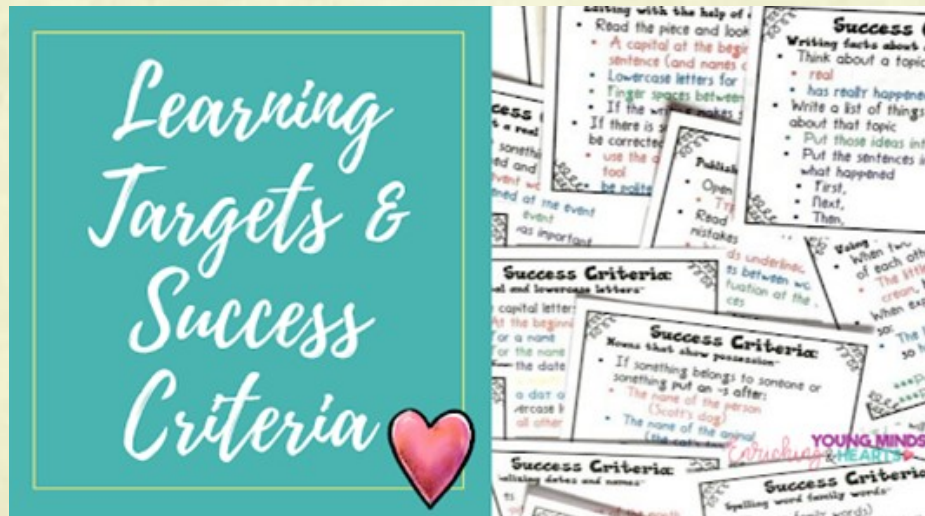
Success criteria are often constructed in one of seven ways:

1. ***I Can* Statements**: This form of success criteria is the most common. *I can* statements are direct statements about what learners must do to demonstrate their learning.

2. ***We Can* Statements**: These are also direct statements, but take a collaborative view of learning and what learners and teachers are expected to do together.

3. **Single-Point Rubrics**: Rather than different levels of quality, a single-point rubric has only a single level of quality provided for each expectation.

4. **Analytic/Holistic Rubrics**: These rubrics provide descriptions of the level of quality for each expectation.

5. **Teacher Modeling**: Modeling allows learners to see success in action. They use the model to guide their own work toward the learning target.

6. **Exemplars**: Exemplars are examples of processes or finished tasks or products that learners can use as a comparison for their own work.

7. **Co-constructing Criteria for Success**: The final way to implement success criteria is by co-constructing the expectations with learners.

Success criteria can be used to support teaching and learning in several ways. First, success criteria can be used to foster meta-cognition, the ability for students to self-monitor, self-reflect, and self-evaluate. Three questions promote meta-cognition:

1. Where am I going in this learning journey? (expected level of performance)
2. How is it going for me? (current level of performance)
3. Where do I go next in my learning journey? (actions to close the gap)

Second, these same questions can be used to facilitate feedback from teacher to learner. Feedback should specifically focus on what learners are expected to know and do to demonstrate that they have met the learning target. Feedback should also be customized based on what learners are currently able to know and do and on what actions would be helpful in closing the gap. And feedback provides guidance for moving forward in their learning.

Reference

Almarode, J., Fisher, D., Thunder, K., & Frey, N. (2021). *The success criteria playbook: A hands-on guide to making learning visible and measurable.* Thousand Oaks, CA: Corwin.