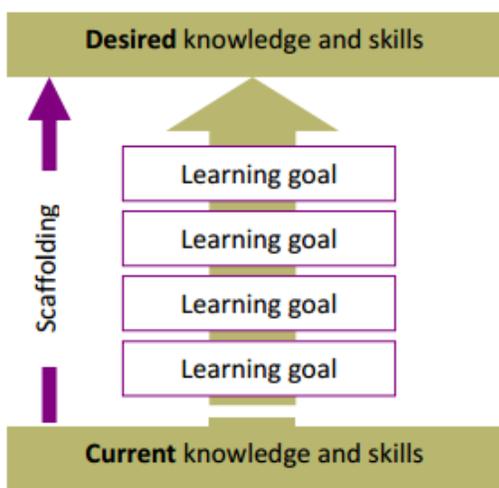# Learning Goals and Success Criteria

Learning Goals

Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations
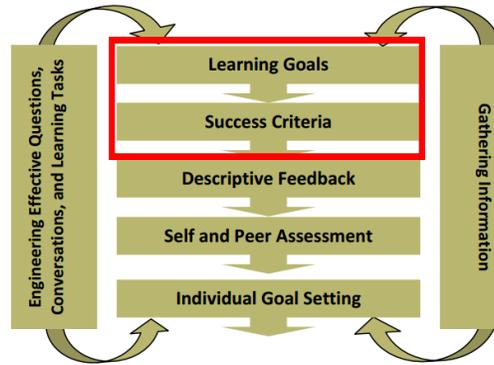
DEVELOPING LEARNING GOALS

- Assessment for learning and as learning requires that students and teachers share a common understanding of what is being learned.

- Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand.

- Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning.

- Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.

Resources:
Growing Success http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf

EduGAINS –Implementing Assessment & Viewers Guide
http://www.edugains.ca/newsite/aer/implementing_assessment.html

Success Criteria

Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning.

IDENTIFYING SUCCESS CRITERIA

Assessment for learning and assessment as learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline, identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card (i.e., a student's self-assessment of learning).

- Teachers can ensure that students understand the success criteria by using clear language that is meaningful to the students and by directly involving them in identifying, clarifying, and applying those criteria in their learning.

- Examining samples of student work with their teachers helps students understand what constitutes success and provides a basis for informed co-construction of the success criteria.

- The success criteria should be open to review and revision, guided by the teacher's professional judgment, as students progress towards achievement of the learning goals.

- Teachers can enhance their understanding of success criteria and build common knowledge about levels of achievement through teacher moderation – that is, through assessment of student work done collaboratively with fellow teachers.