

## **Improving Self-Reported Grades**

### **Elementary and Secondary**

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# Improving Self-Reported Grading with Kara Vandas

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<b>Learning Intentions</b>		<i>What is your personal goal for this session?</i>	
	<b>Learning Intentions</b>	<b>Success Criteria</b>	<b>Learning Progressions</b>
	<ul style="list-style-type: none"><li>• Know how to empower students to self-report grades and become assessment capable</li></ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"><li>• Know how to Develop Learner-friendly Learning Intentions &amp; Success Criteria</li><li>• Able to use multiple methods for co-constructing Success Criteria</li><li>• Know how students can monitor their progress toward the Success Criteria</li></ul>		
<b>What is it?</b>	<p>Learning intentions are what we intend students to learn. (Hattie, 2012, p. 48)</p> <p>It is absolutely imperative that the teacher find clarity in the standards in order to translate clear learning expectations for students. If the teacher is unclear about what students must know and be able to do, it is impossible for students to follow or own their learning.</p> <p>(O'Connell and Vandas, 2015, p. 54)</p>	<p>Success criteria help students to gain a better understanding of what successful learning might look like in ways that they can recognize from what they know now. (Absolum, 2010, p. 83)</p> <p>Learning Objectives (Intentions) and Success Criteria are the tools which enable pupils to exercise power over their own learning (Clarke, 2008)</p>	<p>Learning progressions are a “a set of building blocks—subskills and bodies of enabling knowledge—to be achieved by students on their way to mastering a target curricular aim.”</p> <p>(Popham, 2008, p. 25)</p>

<b>Why?</b>			
<b>How?</b>	<ul style="list-style-type: none"> <li>➤ Restate the standard in student-friendly wording. This is the <i>learning intention</i>—the <i>what</i>.</li> <li>➤ Include why students should learn as well.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write the <i>details</i> of what students will do to achieve the learning intention. These are the <i>success criteria</i>—the <i>how</i>.</li> <li>➤ Ensure the criteria focus on learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Break the learning intention into <i>learning progressions</i>—the skills and concepts that lead to the learning intention. These are the “chunks” of learning, the “building blocks” of instruction.</li> </ul>
<b>Where Are We Now?</b>			
<b>Actions Steps to Achieve Our Next Steps</b>			

Co-Constructing Success Criteria		
Learning Intention: To give an effective presentation		
What are the criteria for success?		
<b>From Prior Experience</b>	<b>From the Curriculum/Standards</b>	<b>From Exemplars</b>
<b>Speaking and Listening Utah Core Standards, Grade 6</b> <ul style="list-style-type: none"> <li>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</li> <li>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>		

## Ideas for Co-Constructing Success Criteria

- Show students a finished piece of student work. Ask students to work in pairs to first review the Learning Intention(s) and then to analyze the student work for how closely it aligns. Ask students to record their ideas and share them with the class to generate Success Criteria for Learning Intention(s).
- Provide students with two examples of anonymous student work. One example of high quality and the other of lesser quality. Ask students to compare the two pieces by first noticing the things that are the same to establish basic criteria. Next, they look for things that are different to extend the criteria and explore how quality affects the degree to which the Success Criteria have been met.
- Demonstrate a task and while doing so, ask students to construct Success Criteria as you go along. Students can also be a part of the modeling of the task.
- Explain or show something being done incorrectly and allow the students to explain how it should be done correctly. Collect their responses to establish initial success criteria.
- Revisit existing Success Criteria after a project or task is completed by asking students to reflect on what could be edited, removed, updated, or revised to better align to the Learning Intentions and to the quality of the product.

Adapted from Clarke 2008

## My Plans for Co-constructing Success Criteria

### References:

- Ainsworth, L. (2015). Learning Intentions & Success Criteria training materials. Thousand Oaks, CA: Corwin Press.
- Absolum, M. (2010). *Clarity in the classroom: Using formative assessment for building learner-focused relationships*. Winnipeg, MB Canada: Portage & Main Press.
- Clark, S. (2008). *Active learning through formative assessment*. London, UK: Hodder Education.
- Hattie, J. A. (2012). *Visible learning for teachers: Maximising impact on teachers*. New York, NY: Routledge.
- O'Connell, M.J. & Vandals, K. (2015). *Partnering with students: Building ownership of learning*. Thousand Oaks, CA: Corwin Press.
- Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: ASCD.