



## The Success Criteria Playbook

Facilitated by: Christina Mulhollan Miller, Charles County Public Schools in Conjunction with MSDE's Office of Professional Learning and Maryland Assessment Group (MAG) during the 2021-2022 school year

**Book Requirements:** *The Success Criteria Playbook: A Hands-on Guide to Making Learning Visible and Measurable* by John Almarode, Douglas Fisher, Kateri Thunder, and Nancy Frey ISBN #9781071831540

**Description:** Hitting a target you cannot see is extremely difficult. Ensuring that teachers and learners have clarity about expectations through high-quality success criteria increases the likelihood that learning will happen, and *all* learners will meet the learning intentions. Success criteria provide the parameters that establish what success looks like for the learning intentions that day. The purpose of this course is to take a closer look at the creation and implementation of success criteria so we can better connect our learners to a shared understanding of what success looks like for any given learning intention. Participants will engage in an active and empowering learning experience that will enhance their understanding of:

- the role of success criteria in planning instruction, implementing effective pedagogy, and evaluating student progress,
- the role of success criteria in the formative assessment process, and
- effective use of success criteria to promote equity of access and opportunity to rigorous learning experiences for all students.

**Course Timeline:** This blended learning course will be facilitated from November through June. The first meeting will take place in person during the MAG conference. Participants will be required to attend monthly 90-minute Community of Practice (CoP) meetings with colleagues virtually from December-June, read assigned modules and watch videos highlighting teacher practice, complete assignments related to new learning and understanding, and reflect on classroom connections of the course content.

**Credit(s) Earned:** 2.0 (31.5 hours)

**Expectations:** Attendance and punctuality is expected at online meetings and sessions is expected. If any class time is missed, credits for the course may not be awarded. Participation is expected during the course discussions. Proper professional etiquette is required and the "What happens in Vegas, stays in Vegas" rule applies for all discussions.

Date & Module(s)	Content/Homework	
<b>11/17-18/21</b> <b>Module 1</b> <b>Module 2</b> <b>Module 3</b>	<b>Learning Intentions:</b> -Understand the role of success criteria -Identify challenges in creating and implementing success criteria -Identify how success criteria paves the way for equity	<b>Success Criteria:</b> -I can define success criteria and can analyze why it should be used. -I can explain and use the process necessary to create success criteria. -I can describe the difference between success criteria and learning intentions/goals/targets. -I can define equity of access and opportunity for learning. -I can explain and analyze how high-impact, high-quality success criteria pave the way for equity.
<b>Homework to be completed by 12/16/21:</b> Read the pages 60-70 of the text. Select 3 examples from pages 62-63 and describe what is wrong with the non-example. Complete the guided practice on page 66. Bring a lesson with success criteria to our December CoP to share. This homework will be a foundation to our discussion and work together during our next CoP.		
<b>12/16/21</b> <b>Module 4</b>	<b>Learning Intentions:</b> -Connect learners to a shared understanding of what success looks like	<b>Success Criteria:</b> -I can analyze examples and non-examples of success criteria. -I can create and reflect upon the success criteria created for my lessons.
<b>Homework to be completed by 1/20/22:</b> Read pages 74-106 of the text. Select one subject area from pages 80-83 and complete the single-point rubric. Complete the single-point rubric on page 84, the holistic rubric on page 102, and the analytic rubric on page 103. Select ONE of the following to embed into your lesson with students: The YOUR TURN! activity and reflections on pages 84-87 OR the YOUR TURN! activity and reflections on pages 103-105. This homework will be a foundation to our discussion and work together during our next CoP.		
<b>1/20/22</b> <b>Module 5</b> <b>Module 6</b>	<b>Learning Intentions:</b> -Understand when to use a single-point rubric vs holistic and analytic rubrics	<b>Success Criteria:</b> -I can explain the benefits and limitations of single-point rubrics, holistic, and analytic rubrics and analyze when which type of rubric should be used as tool for success. -I can use single-point rubrics, holistic, and analytic rubrics to facilitate student-to-student and student-to-teacher feedback.
<b>Homework to be completed by 2/24/22:</b> Read pages 112-130 of the text. Select one of the videos of your choice to provide feedback to the teacher in the video. Use the link and sentence starters to help generate your feedback. Complete the YOUR TURN! activity on pages 127 using either a teacher model or exemplar and use with an upcoming lesson. This homework will be a foundation to our discussion and work together during our next CoP.		

Date & Module(s)	Content/Homework	
<b>2/24/22</b> <b>Module 7</b> <b>Module 8</b>	<b>Learning Intentions:</b> -Understand when and how to create and implement success criteria through modeling -Understand when and how to create and implement success criteria through exemplars	<b>Success Criteria:</b> -I can describe scenarios in which it is best to use teacher modeling and exemplars to create success criteria. -I can provide feedback to teachers about how to best use modeling and exemplars to create success criteria. -I can determine the components of modeling and/or an exemplar to be used to create success criteria.
<b>Homework to be completed by 3/24/22:</b> Read pages 132-149 of the text. Complete the YOUR TURN! activities on pages 137 and 147. Select one of the videos of your choice. Complete the reflection that is included with the video. This homework will be a foundation to our discussion and work together during our next CoP.		
<b>3/24/22</b> <b>Module 9</b> <b>Module 10</b>	<b>Learning Intentions:</b> -Embrace learners as partners in the learning process by co-creating success criteria -Determine what approach to use when designing success criteria in lessons	<b>Success Criteria:</b> -I can identify ways to include students in co-creating success criteria. -I can create a student-centered approach in my classroom by co-creating success criteria for a lesson. -I can use what I have learned in previous modules to determine which approach to best use in my lessons.
<b>Homework to be completed by 4/7/22:</b> Read pages 154-173 of the text. Select ONE of the YOUR TURN! activities from module 11: page 157 OR page 158 OR page 160. Complete the YOUR TURN activity on page 165. This homework will be a foundation to our discussion and work together during our next CoP.		
<b>4/7/22</b> <b>Module 11</b> <b>Module 12</b>	<b>Learning Intentions:</b> -Understand how to engage learners in meta-cognitive strategies using success criteria -Understand how success criteria supports deliberate practice	<b>Success Criteria:</b> -I can identify ways that success criteria contribute to assessment-literate learners through the use of self-monitoring, self-reflection, and self-evaluation. -I can determine ways to best support deliberate practice and reflection in my classroom.
<b>Homework to be completed by 5/12/22:</b> Read pages 176-187. Select one of the videos of your choice. Use the chart listing components of effective feedback on pages 181-182 to determine how well the feedback was delivered and explain how peer-to-peer feedback can be used for each component of effective feedback. This homework will be a foundation to our discussion and work together during our next CoP.		

Date & Module(s)	Content/Homework	
<b>5/12/22</b> <b>Module13</b>	<b>Learning Intentions:</b> -Understand how success criteria provides the means for students and teachers to provide meaningful feedback	<b>Success Criteria:</b> -I can describe how success criteria is the foundational tool necessary for effective feedback. -I can create meaningful and effective ways to engage students in feedback.
	<b>Homework to be completed by 6/9/22:</b> Read pages 191-200 of the text. Select ONE subject area to complete on the YOUR TURN! activity beginning on page 193. This homework will be a foundation to our discussion and work together during our next CoP.	
<b>6/9/22</b> <b>Module 14</b>	<b>Learning Intentions:</b> -Reflect upon my learning over the course -Understand the role of success criteria in equitable schools and classrooms	<b>Success Criteria:</b> -I can reflect upon my learning around success criteria to create a professional learning goal. -I can create identify ways in which my work around success criteria has created greater access to my students.