

# Success Criteria

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**What do you understand by**  
**Success Criteria?**

**Ideal answer?**

**Standard with which to  
compare?**

## **Example:**

**Joanna was asked to prepare a two minute speech about her hobby.**

**She discussed with her youth leader what she should do.**

**What do you think are the  
Success Criteria?**

**Please write them down.**

## The example of the two minute speech:

### Agreed success criteria:

- \* Stick to the title.
- \* Do not take more than two minutes.
- \* Speak clearly (and therefore make sure that you stay exactly in front of the microphone).
- \* Do not read the speech but you can write down some points to help you remember what you want to say.
- \* When you start a sentence make sure you finish it.
- \* Do not jump from one idea to another.
- \* Stand up straight.
- \* Smile, look smart and confident.

# Students should

- \* **know the success criteria.**
- \* **be given the chance to discuss the success criteria.**

**Criteria help students to  
know what is expected of  
them.**

**Help them to achieve the  
learning intention.**

**How to train students in  
this area.**

**How to acquire the skill?**

# Prerequisites -

**be able to:**

+ **follow instructions**

+ **put ideas in sequence**

+ **focus**

+ **find /select /apply relevant  
information**

**?**

**Children work in groups.**

**Each group chooses a very simple task.**

**Each group writes simple instructions that have to be followed by members of another group.**

# Example:

- (a) Write down three sentences.
- (b) Include the word *children* in each of the three sentences.
- (c) One of the sentences should be a question.

**Tasks like these will help  
students in the preparation of  
checklists.**

**In turn this will help them to  
grasp the idea of having success  
criteria.**

**So there is a process we have to adopt before introducing the idea of success criteria to students.**

**Otherwise they will find the concept difficult to understand.**

**Preparation done.**

**Students familiar with  
instructions, checklists etc.**

**Time to introduce concept of  
success criteria.**


**It helps if  
students write  
down the  
criteria.**

**When students know the success criteria they are empowered to criticise the performance of others as well as their own.**

L.I. I'm learning the difference  
between a circle and a  
square.

Please write down the Success  
Criteria?

# Success Criteria

1. The circle is perfectly round.
2. The square has four sides.
3. All 4 sides of square are of the same length.
4. At each corner of square there is a right angle. 

# Product success criteria

**Examples...**

## **Learning Intention:**

Teacher's version: Connectives

Pupils' version: We are learning to join sentences.

**Success Criteria:** We'll know we've achieved this because we shall be able to write a paragraph using three different connecting words.

**‘Product’ success criteria are not a real solution because they are not helpful to students. They give you the feeling of “*I’ll know it when I see it.*”**

**Solution:**

**PROCESS**

**Success Criteria**

**‘Process’ success criteria**  
**explain the actual**  
**process how to attain the**  
**learning intention.**

## **Learning Intention:**

To be able to identify odd and even numbers.

**Success Criteria:** Use one or both of:

- Look at the last digit in the number.  
(0, 2, 4, 6, 8 = even)
- Divide the number by two to check.  
(no remainder = even)

**L.I. I am learning how to catch  
a ball.**

**Please write down the Success  
Criteria?**

# Success Criteria

- 1. I place myself in a stable position.**
- 2. I open my fingers and reach out for the ball.**
- 3. I grab the ball when it comes and bring it towards me.**

# Different kinds of Process Success Criteria:

- + Content/Knowledge-  
Based
- + Procedure
- + ...?

**Learning Intention:** To be able to write instructions.

**Success Criteria:**

- \* Write in correct order.
- \* Do not skip steps.
- \* Use bullet points, numbers or first, second, etc.
- \* Use imperatives (bossy verbs).

## **L.I. To know the main events of The Great Siege of 1565.**

### **Success Criteria:**

- \* attack on St Elmo**
- \* Dragut**
- \* fall of St Elmo**
- \* attack on other fortresses**
- \* leadership of La Vallette**
- \* Maltese involvement**
- \* foreign help**
- \* 8<sup>th</sup> September**

**Learning Intention:** To write about  
a friend.

**Success Criteria:**

- + shy/outgoing
- + happy/sad, other feelings
- + attitude to others
- + attitude to self
- + hobbies and interests
- + what makes the person your friend.

**Learning Intention:** Nagħraf il-verbi li  
jispicċaw bl-'  
(apostrofu).

**Please write down the Success  
Criteria.**

## Success Criteria:

- \* ' qieghed flok l-għ.
- \* L-għ tinsab biss go verbi semitiçi.
- \* Staqsi “huwa x’għamel?”
- \* Staqsi “huwa x’ma għamilx?”
- \* Jekk hemm ħoss ta’ ax fin-negattiv,  
allura l-verb jispicča bl-apostrofu.

**Learning Intention:** Nghaqquad in-numri  
minn h̄dax sa dsatax  
ma' nomi.

Please write down the success criteria.

## Success Criteria:

- \* L-ewwel jiġi n-numru mbagħad in-nom.
- \* In-nom jinkiteb fis-singular.
- \* Bejn in-numru u n-nom daħħal **-il**.
- \* Thallix spazju bejn in-numru u **-il**.

**Learning Intention: To learn about the jungle.**

**Success Criteria:**

- \* vegetation in a jungle
- \* almost impenetrable
- \* animals of all kinds
- \* noises in a jungle
- \* perils/dangers
- \* struggle for survival

## **Learning Intention:**

The characteristics  
of a city.

## **Success Criteria:**

- \* capital city/not capital city
- \* size
- \* population
- \* facilities
- \* places of worship
- \* traffic

**Risk:**

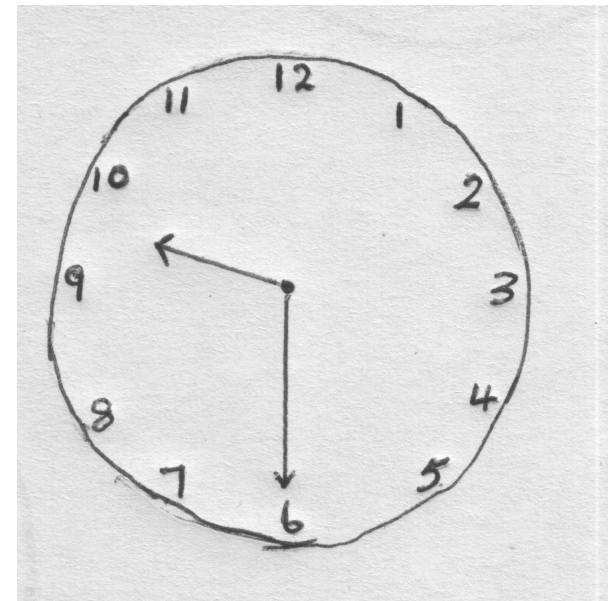
**In some cases the success criteria can hinder the students' originality.**

**Do you agree?**

# L.I. **I am learning the half past.**

## Success Criteria:

1. I look at the clock.
2. The big hand is on the 6.
3. The small hand is exactly between two of the numbers on face of clock. Eg. half past nine.



**L.I. I am learning the difference between an island and a peninsula.**

**Success Criteria:**

- 1. An island is a piece of land surrounded by water.**
- 2. A peninsula is a piece of land that has water on three sides.**

**L.I. I am learning how to write a letter to a friend.**

**Please write down the Success Criteria.**

L.I. Qed nitgħallem x' inhi l-  
mamma tal-verb.

Success Criterion:

**Nistaqsi: Huwa x'għamel il-  
bieraħ?**

## **L.I. Napprezza poezija.**

### **Success Criteria:**

1. Nifhem x'jaħseb li jrid jgħid il-poeta.
2. Ngħid lili nnifsi jew lil ħaddieħor fuqieħ inhi l-poezija.
3. Insib xi rima (kelma li taqbel ma' oħra).
4. Inwiegeħ jekk toghgobnix il-poezija u ngħid għaliex.

**Success Criteria can be simple or more complicated. It depends on the level of achievement of the student.**

**L.I. I am learning how to get secondary colours.**

**Success Criteria:**

- 1. I mix two primary colours.**
- 2. I notice that the colour I get is different from the original two.**
- 3. I name the colour I get.**

**L.I. I am learning how to  
recognise prime numbers.**

**Success Criteria:**

- (a) A prime number can be divided, without a remainder, only by itself and by 1.**
- (b) 1 is not a prime number.**
- (c) 2 is the only even prime number.**

**It is important to remember that at times the learning intentions have to include the context.**

## **Times when success criteria are complicated**

**e.g. Learning Intention:**

**To be able to understand what is a cause, what is an effect, and the relationship between the two.**

**It is helpful if you start with the context.**

**Context: A traffic accident.**

After discussing the context, that is, A Traffic Accident, students can work on the success criteria.

### **Success Criteria:**

- \* The cause occurs before the effect.
- \* The effect is the result of the cause.
- \* Sometimes the effect has its own effect and therefore becomes a cause.

**Brainstorming, mind webs and concept maps help to come up with the success criteria.**



*Diagram 1*

**Conclusion**

- \* **S.C. - take the form of a list**
  - \* **S.C. - lead to achievement of L.I.**
  - \* **Product S.C. / Process S.C.**
  - \* **Process S.C. - helpful points**
  - \* **Different kinds of Process S.C.**
  - \* **S.C. help students to become independent learners.**
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