PGCAfL103 Clear and Shared Success Criteria

ECTS Value: 5 ECTS

Supervised Practice Hours: 5

Assessment Hours: 40

Contact Hours: 20

Self-Study Hours: 60

Overall Objectives and Outcomes

Providing comprehensive knowledge about the strategies, skills and practical techniques that can be used in class to be in a position to understand where each individual stands and to be able to decide what next steps need to be taken to move to the next level. This will include ipsative assessment as well as that of other since learning is active and social. Participants will make use of the techniques. Learners need to be able to analyse their performance and competencies and critically annotate their reflections.

By the end of this module, the learner will be able to:

Competences

a. Formulate and write clear success criteria according to ability of learners and by considering the steps needed to show learners what good looks like/what we are looking for; thus learners know what they are meant to be doing and what they have achieved.
b. Be responsible for sharing success criteria by writing them down on whiteboard/interactive whiteboard/using WILF posters/ posters or charts/ picture cards/ success criteria cards
c. Ensure that learners use success criteria effectively by encouraging them to refer to success criteria during the lesson when working out activities and when checking their work.
d. Create an independent learning environment by providing learners with the steps they need to follow to achieve the learning intention using working walls/classroom set up/success criteria sheets; so as to empower learners to be active in their learning

Knowledge

a. Define what success criteria are by knowing that success criteria are the steps that the teacher wants the learners to follow in order to reach the learning intention of the lesson.
b. Identify the benefits of sharing success criteria with learners so that learners know what they are meant to be doing and what they have achieved, by evaluating the impact on learning - if learners have moved forward in their learning.
c. Write success criteria which are clear, according to the levels of the learners and showing what good looks like.
d. Describe how success criteria are directly linked to learning goals by providing the scaffold needed to reach the desired knowledge and skills.

Skills

Applying knowledge and understanding
The learner will be able to:

a. Co-construct success criteria together with learners by using comparison analysis of two pieces of work/ analysis of a good finished product/brainstorming question-sorting-refining/ revisiting

success criteria/getting learners to do one example first, then they tell teacher what steps they followed or needed to include.

b. Use success criteria to enable quality feedback by asking learners to check their work against success criteria and by giving specific descriptive oral and written feedback.

c. Use success criteria to encourage self/ peer - assessment by using success criteria checklist sheets with smiley faces/ traffic lights/two stars and a wish/prompts/rubrics.

Assessment Methods

This module will be assessed through: Lesson planning with strategy, Portfolio (such as reflective journal, recordings, photos), Analysis of teaching scenarios case studies initiated during teacher learning communities and Evaluation of practices through discussion

Suggested Readings

1. Assessment Reform Group (2002) *Assessment for Learning: 10 principles*, available at http://arg.educ.cam.ac.uk
2. Black, P. and Wiliam, D. (2001) *Inside the Black Box; Raising Standards Through Classroom Assessment*, King's College: London School of Education.
3. Black, P., Harrison, C., Lee, C., Marshall, B., and Wiliam, D. (2002) *Working inside the black box: Assessment for learning in the classroom*, London: GL Assessment.
4. Clarke, S. (2001) *Unlocking formative assessment: Practical strategies for enhancing pupils' learning in the primary classroom,* London: Hodder and Stoughton.
5. Clarke, S. (2005) *Formative Assessment in Action: weaving the elements together*, London: Hodder Murray.
6. Drummond, T. (2013) *Learning Stories Examples*, available at http://tomdrummond.com/learning-story-examples
7. Hatherly A. & Sands L. (2002) '*So what is different about Learning Stories?*' The First Years: Nga Tau Tuatahi New Zealand Journal of Infant and Toddler Education Vol 4 (1) pp 8-12.
8. PMB (2007) *Assessment for Learning for Key Stages 1 & 2*, Belfast: CCEA.
9. Witherell C. & Noddings N. (1991) *Stories lives tell: Narrative and dialogue in education*, New York Teachers College press.