

# Learning Goals and Success Criteria Rubrics

Adapted from *Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice* (FARROP)  
Wylie & Lyon, 2016

This set of rubrics was compiled from those developed by the Council of Chief State School Officers' Formative Assessment for Students and Teachers State Collaborative (Wylie & Lyon, 2016). These rubrics are part of a more [extensive guidance document](#) that should serve as a companion reference to this document. These rubrics are designed to be used within the context of school-based professional development, with formal or informal groups of teachers, or by individuals who are interested in improving formative assessment practice.

Each of the rubrics showcases a specific dimension of formative assessment practice. The dimensions in this document are focused on Learning Goals and Success Criteria.

Reading from left to right, the rubrics describe a novice or incomplete implementation to a more sophisticated level of implementation, using four levels or categories that indicate a progression of skills and abilities: 1) Beginning, 2) Developing, 3) Progressing, and 4) Extending.

The rubrics describe the level of implementation of particular aspects of practice (not the level of expertise of a teacher), and not every dimension (rubric) will be observed during every lesson. However, over time, as teachers develop formative assessment practice, it is likely to see instructional practice in a greater number of dimensions during each classroom visit.

When using the rubric, the evidence may not match exactly to the description of one level but rather cut across two. In such a case, one should use professional judgment to select the level that is most representative of the observed practice. Since each rubric row is equally important and no one should privilege any other, users should consider performance across all rows when trying to make any overall assessment about a dimension of practice. Users can record their notes in the text box following the rubric.

## Learning Goals (from Wylie & Lyon, 2016: p. 38)

| 1 Beginning  | 2 Developing  | 3 Progressing   | 4 Extending   |
|--|---|---|---|
| <p>The focus of the lesson is presented in isolation and without connecting to previous learning, to future learning, or to a broader purpose for the learning.</p> <p style="text-align: center;"><i>OR</i></p> <p>Superficial procedural connections are made (e.g., “We started argumentation yesterday” or “We’ll wrap up problem-solving strategies tomorrow”), or a topic is identified without providing specific goals.</p> <p style="text-align: center;"><i>OR</i></p> <p>The content of the learning goals is highly inappropriate for the students.</p> <p style="text-align: center;"><i>OR</i></p> <p>The learning goals are expressed in language that is not accessible to students.</p> | <p>The focus of the lesson is presented with only isolated references made to previous learning, to future learning, or to a broader purpose for the learning. <input type="checkbox"/></p>   | <p>The focus of the lesson is clearly presented in terms of previous or future learning. A larger sequence of learning is identified, and the teacher explains how the current lesson fits within the larger sequence or how it contributes to broader purpose for the learning. <input type="checkbox"/></p>   | <p>The focus of the lesson is presented as part of a coherent sequence of learning, with meaningful connections made to previous or future learning in a way that facilitates students’ clear understanding of the connections or in a way that contributes to a broader purpose for the learning. <input type="checkbox"/></p>   |
|  | <p>The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students, but opportunities for students to internalize the learning goals are not provided. <input type="checkbox"/></p> | <p>The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students, and opportunities for students to internalize the learning goals are provided. <input type="checkbox"/></p> | <p>The learning goals focus on what students should know, understand, or be able to do by the end of the lesson. The content of the learning goals is appropriate for students and is expressed in language that is accessible to students; opportunities for students to internalize the learning goals are provided; and the teacher checks for understanding. <input type="checkbox"/></p> |
|  | <p>The teacher presents the learning goals to students but makes no verbal or direct reference to the learning goals near the start of the lesson. <input type="checkbox"/></p>   | <p>The teacher presents the learning goals to students and makes verbal or direct reference to the learning goals near the start of the lesson. <input type="checkbox"/></p>  | <p>The teacher presents the learning goals to students and makes meaningful and appropriate reference to the learning goals at the start of the lesson. <input type="checkbox"/></p>  |
|  | <p>The teacher does not return to the learning goals at any point during the lesson. <input type="checkbox"/></p>   | <p>The teacher makes some reference back to the learning goals toward the end of the lesson, in a way that superficially focuses student attention on the purpose of the lesson. <input type="checkbox"/></p>   | <p>The teacher makes multiple meaningful and appropriate verbal references to the learning goals throughout the lesson, summarizes progress toward the goals near the end of the lesson in ways that support student learning, or invites students to explain the learning goals at the end of the lesson. <input type="checkbox"/></p>   |

NOTES:

*Source: Wylie, C. & Lyon, C. (2016). Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (Revised). Formative Assessment for Students and Teachers State Collaborative on Assessment and Student Standards of the Council of Chief State School Officers. Washington, DC.*

## Success Criteria (from Wylie & Lyon, 2016: p. 42)

| 1 Beginning   | 2 Developing  | 3 Progressing   | 4 Extending  |
|---|---|---|--|
| <p>The success criteria are not appropriate for the learning goals (e.g., they only refer to task requirements rather than helping students understand what quality work would look like in relation to the learning goals) or are not appropriate for students.</p> <p style="text-align: center;"><i>OR</i></p> <p>The success criteria are expressed in language that is not accessible to students.</p> <p style="text-align: center;"><i>OR</i></p> <p>The teacher makes only a reference to criteria, such as “I can” statements, but without any explanation or presentation (e.g., “When you are done with the problem, you will use the rubric to score it”), and students do not seem to be familiar with the rubric and/or are not able to use it meaningfully.</p> <p style="text-align: center;"><i>OR</i></p> <p>Teacher does not engage students with any success criteria that support a pathway to success on the learning goal(s)</p> | <p>The success criteria are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students. <input type="checkbox"/></p> <p>The teacher presents or reviews the criteria with students but does not provide a way for students to internalize the criteria or to use the criteria effectively, resulting in few students engaging with the criteria in meaningful ways. <input type="checkbox"/></p> <p>Teacher provides no, or almost no success criteria at an appropriate level of challenge for any students, providing no, or almost no students with an effective pathway to success on the learning goal(s) <input type="checkbox"/></p> | <p>The success criteria are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students. <input type="checkbox"/></p> <p>The teacher engages the students with the criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, but only some students seem to understand or engage with the process in meaningful ways. <input type="checkbox"/></p> <p>The teacher adequately structures success criteria with more than one level that provide an effective pathway to success on the learning goal(s) for most students’ <input type="checkbox"/></p> | <p>The success criteria are appropriate for the learning goals and for students, and they are expressed in language that is accessible to the students. <input type="checkbox"/></p> <p>The teacher deeply engages the students with the criteria by providing a way for students to internalize the criteria and/or use the criteria effectively, allowing the majority of students to engage with the criteria in meaningful ways that support learning throughout the lesson. <input type="checkbox"/></p> <p>The teacher effectively structures multi-leveled success criteria that provide an effective pathway to success on the learning goal(s) <input type="checkbox"/></p> |

### NOTES:

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