

# Leader Discussion Protocol for Success Criteria



**1.** What is the learning target for this unit or lesson?

**2.** Do the success criteria describe evidence of learning, not activities?

Are the criteria specific, observable, and clearly aligned to the learning target?

Could a student explain how their work meets the criteria?

**3.** How will students show this success in their work?

How will teachers use the success criteria to provide targeted, actionable feedback?

How will students use the criteria to self-assess, reflect, or revise their work?

**4.** What do teachers need next to strengthen the use of success criteria?

How will leaders support consistency and clarity across classrooms or teams?

What evidence in student work or instruction will tell us this is working?

# Success Criteria Across Grade Bands

## Elementary School

- Written in student-friendly, concrete language
- Focus on observable skills and behaviors
- Often supported with examples, models, or visuals
- Typically framed as “I can...” or “I can show I...”

## Middle School

- Combine skills and reasoning
- Emphasize explanations, models, or multiple representations
- Support growing academic language and discourse
- Clarify expectations for accuracy and reasoning
- Align closely to course standards and performance task

## High School

- Use discipline-specific language and conventions
- Emphasize analysis, synthesis, argumentation, or application
- Distinguish between basic, proficient, and advanced evidence