# English Stage 5 – resource in focus – success criteria

This resource showcases an excerpt from the sample teaching and learning program [Novel voices – Year 10, Term 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices). Sample programs are optional resources that present ‘one way’ of designing teaching and learning experiences. They can be adopted and adapted for your school context.

The example below demonstrates **one way** that success criteria may be strengthened through co-construction. It focuses on **Core formative task 4 – study guide**.

**Note**: possible adaptations are represented in **bold red**.

Excerpt from pages 74 to 75 of the [Novel voices – Teaching and learning program](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices).

**Core formative task 4 – study guide**

**Teacher note**: this task integrates **Phase 5 – engaging critically and creatively with model texts** throughout the activity. **Core formative task 4 – study guide** is designed to support students in developing an understanding of how characters can be used in a variety of ways to propel the action of a narrative.

* **Understanding the features of a study guide** – teacher guides a class brainstorm about the purpose of study guides, where they can be found and what they include.
* **Completing a study guide** – students use the instructions and table in **Core formative task 4 – study guide** to consider the structural role of characters within the text. They
* complete the study guide individually
* improve their study guide by working collaboratively and sharing responses with peers who were allocated the same characters
* collaboratively create a study guide entry on a digital platform such as [Microsoft Sway](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/123) or [Google Sites](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/71).

Excerpt from page 12 of the [Novel voices – Core formative tasks booklet](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices).

## Core formative task 4 – study guide

**Core formative task 4 – study guide** can be found in Phase 4. Relevant resources and activities for each poem have been identified below. Draw on **Core formative task 1 – sharing and reflecting on reading experiences** to discuss differences between spoken and written voice- academic register. **Phase 2, resource 3 – facilitating a Hot seat activity** can be used to support the final step in this task.

Phase 4 and **Core formative task 4 – study guide** are designed to develop students’ understanding of the structural roles characters play within a novel and how they can establish intellectual and emotional connections for the reader. Students will contribute to a class study guide that analyses the role of characters as drivers of action and conflict. Students will be able to refer to these when writing their extended response.

One way to approach preparing students for this task is outlined in the steps below.

1. Teacher guides a class brainstorm about the purpose of study guides, where they can be found and what they include.
2. Students explore the model of a study guide provided in **Phase 4, resource 4 – sample character study guide**.

**This resource can be found on page 146 of the** [**Novel voices – resource booklet**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices)**.**

**Students can explore the model of the study guide in the following way:**

1. **Introduce 'what a good one looks like’ (WAGOLL) and explain its purpose. The WAGOLL will be a sample character study guide.**

**Teacher note: The WAGOLL is an example of high-quality work, showcasing the same skill in a different context. In this case, the WAGOLL showcases the character of Bernardo. This character will not be allocated to students. The WAGOLL models expectations for students and serves as a powerful tool to clarify what success looks like and helps students understand how to meet learning objectives.**

1. **Use the think-a-loud technique to analyse the WAGOLL.**
2. **Highlight the key features, drawing attention to specific aspects of the work that align to the learning intention.**
3. **Encourage students to analyse the WAGOLL themselves. Ask the following guiding questions:**

* **What makes this piece of work effective?**
* **Which parts are the strongest and why?**
* **How does it meet the learning objectives?**

1. **Encourage students to reflect on what they personally find most effective about the WAGOLL and how they might apply those elements to their own work.**
2. **Teacher uses the WAGOLL to construct the success criteria with students. Teacher and students develop a shared understanding of the success criteria through the co-construction process.**
3. **Display the success criteria for students to refer to as they prepare their character study guide. Explain that students will use the success criteria to self-assess and determine whether they were successful in their learning.**
4. Teacher allocates characters to individual students.
5. Students complete a series of questions based on the character allocated to them.
6. Students move into groups and edit and refine their response, creating one document to share with the class. Students then share this document on a digital platform such as [Microsoft Sway](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/123) or [Google Sites](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/71).
7. Students reflect upon their learning in a class discussion.
8. **Students use the success criteria to assess whether they were successful in their learning.**

### Further information – co-construction of a success criteria

Co-construction of success criteria is a process where the teacher, as the expert, guides students to determine specific indicators or benchmarks of success. Shirley Clarke (2021) describes the positive impact of co-constructing success criteria with students:

* by participating in the creation of success criteria, students develop a clearer understanding of what ‘quality’ looks like and how they achieve it, hence having increased ownership over their work
* as students are required to think critically about the skills, knowledge and steps required to complete a task, they become more independent in self-regulation, encouraging reflective and critical thinking
* co-construction encourages active participation, which can increase students' motivation and investment in the task – they feel a sense of responsibility and are more likely to engage with the criteria they helped to develop
* as students are more familiar with the criteria, they are better equipped to decide which criteria they need more input for or practice of
* co-construction of success criteria ensures students are more able to assess their own work or that of their peers – they know what to look for in terms of success because they helped define it
* students also develop confidence as they can see the quality of their work improve.

## References

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Alire Sáenz B (2021) Aristotle and Dante Discover the Secrets of the Universe*,* 2nd edn, Simon & Schuster Childrens UK, United Kingdom. This has been made possible as permission has been granted by Simon and Schuster (UK) Ltd. The extracts used in this teaching and learning program are licensed up until April 2027. Accessed April 2024.

Clarke S (2021) Unlocking: Learning Intentions and Success Criteria: Shifting from Product to Process Across the Disciplines*,* Corwin, Thousand Oaks, California.

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