

# Success Criteria Cards

These Success Criteria Cards have been designed to help you match your reading and writing activities to the appropriate standard, using the Levels of Progression for Communication. It is recommended that before you introduce these Success Criteria Cards to your pupils, you make them aware of the standards for the skill of Communication. You may wish to use the Ready Reckoners for Talking and Listening, Reading and Writing to help with this. CCEA have produced guidance on introducing pupils to the language of the requirements.

## Benefits to teachers of using the cards

- mapped to the skills for Communication
- map progression across the skills from Levels 1–5
- link Communication skills with the characteristics of either a reading activity or a writing genre
- can be shared with pupils
- make learning clear for pupils
- enables teachers to provide specific feedback to pupils
- facilitates teacher/pupil dialogue

## Benefits to pupils of using the cards

- makes learning clear in pupil friendly language
- helps pupils to self and peer assess their work
- enables pupils to see what they have to do to improve
- facilitates pupil/teacher dialogue
- supports active learning

## How the cards work

The requirements, listed on the left hand side are the skills which pupils are required to acquire. They have been numbered for ease of reference and they correspond with the requirements of the Levels of Progression for Levels 1 to 5.

The requirements have been summarised using key words.

The statements within each level have been labelled a, b, c to correspond with the statements in the Levels of Progression. Some statements have more than one success criterion as pupils may need skills broken down into manageable steps.

Two sets of cards have been produced, one for teachers and the other for pupils. The teacher set contains additional information about some success criteria which is highlighted.

Requirements/Key Skills	READING: COMPREHENSION Level 1: What I need to do	Self/Peer Assessment
1 Understand	a. understand what I read	<input type="checkbox"/>
2 Read	a. put sounds together to help me read words b. use what I already know to help me read words	<input type="checkbox"/>
3 Research	a. read and understand words and signs in my classroom b. use pictures or labels to help me find information	<input type="checkbox"/>
4 Explain	a. talk about the cover of a book b. talk about the pages in a book c. talk about the name of the author d. talk about the person who has drawn the pictures in the book	<input type="checkbox"/>
5 Use Evidence	a. talk with my teacher about what I have read b. show my understanding by answering questions about what I have read	<input type="checkbox"/>

### Requirements for Communication

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

#### Talking and Listening

Pupils should be enabled to:

- listen to and take part in discussions, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure talk so that ideas can be understood by others;
- speak clearly and adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

#### Reading

Pupils should be enabled to:

- read a range of texts\* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts\*;
- use evidence from texts\* to explain opinions.

#### Writing

Pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

### Levels of Progression in Communication

The colours used in this document provide a means by which

#### Level 1

In familiar situations, when listening to and responding to a range of stimuli, pupils can:

- listen for information;
- take on the role of someone else;
- understand short explanations and simple discussions;
- follow short, straightforward instructions;
- ask and answer questions for specific information;

Pupils can:

- use vocabulary from within their experience to describe thoughts and feelings;
- talk about their experiences;
- speak audibly to be heard and understood;
- make eye contact and take turns whilst engaging in conversation.

Engaging both re

- understand that words are made up of sounds and syllables and that sounds are represented by letters;
- use reading strategies;
- read and understand familiar words, signs and symbols in the environment;
- use visual clues to locate information;
- use language associated with texts\*;
- talk about what they read and answer questions.

In a limited

- talk about what they are going to write;
- express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences;
- write using a
- write words using sound-symbol correspondence;
- write personal and familiar words;
- form lower and upper-case letters.

\* Texts refer to ideas that are organised to communicate and present a message in written, spoken

## Introducing the cards to your pupils

- Introduce the cards to your pupils over a period of time.
- Make pupils aware that the success criteria have been mapped on to the expected standards for Communication. You may use the Ready Reckoners with your pupils at this stage to help them become familiar with the standard.
- Provide pupils with an opportunity to see what the success criteria look like in real samples of pupil work. (The CCEA Task and Exemplification Library provides you with a wide selection of pupil work and, the accompanying commentaries highlight the requirements in the context of both literacy and cross-curricular activities.)

## Using the cards during a Reading or Writing Activity

Teachers should:

- select the success criteria card/s appropriate to the activity and to the level/s within the class;
- share the appropriate success criteria with pupils at the commencement of the activity;
- give pupils access to the appropriate success criteria cards;
- remind pupils to focus on the appropriate success criteria during the activity; and
- use the selected success criteria to give bespoke feedback to pupils, both during and after an activity.

Pupils should:

- refer to the success criteria card/s when carrying out a reading or writing activity;
- use the appropriate success criteria card/s to check their work during and after an activity;
- use the success criteria card/s to peer-assess work belonging to another pupil; and,
- refer to the success criteria cards to find out what they have to do to make their work better in response to teacher feedback.

**Please note, it is not possible to cover all the success criteria for a reading activity or writing genre in one lesson so it is recommended that you select the success criteria most suited to your lesson. Pupils should cover the remaining Requirements and the associated success criteria over a period of time. For some pupils this will take longer than others.**

## Using the cards with pupils working at Levels 1 and 2

Whilst the Success Criteria Cards have been written in pupil friendly language, you may wish to explain some of the words on the cards to your pupils and adapt the language accordingly. This is more applicable for pupils working at Levels 1 and 2 as well as Newcomer or SEN pupils.