

tions and success criteria, however they are developed, are consistent with the teacher's understanding of quality in the subject.

## Enhancements

### Use Rubrics as the Starting Point for a Dialogue Between You and Your Students

One of the advantages of rubrics is that they allow teachers to give really quick feedback to students on their work. For example, a teacher gives her students a rubric for a writing task that identifies six aspects of quality: focus, organization, grammar, effectiveness, length, and completeness. For each of the six dimensions of quality, the rubric identifies four levels of achievement (1, 2, 3, and 4) and for each level, provides a description of the typical features of work at this level. Because the teacher knows that the students have a copy of the full rubric, rather than detailing the features of the work, the teacher can provide feedback simply by giving a rating for each of the dimensions of quality, as shown in Figure 3.1. The students can then refer to the rubric to see what each of the ratings mean.

**Figure 3.1:** Use of a Rubric Summary to Provide Rapid Feedback

<b>Focus</b>	1	2	3	④
<b>Organization</b>	1	2	3	④
<b>Grammar</b>	1	2	③	4
<b>Effectiveness</b>	1	2	3	④
<b>Length</b>	1	2	③	4
<b>Completeness</b>	1	②	3	4

However, where the goal is to help students understand the learning intentions and success criteria, a more powerful activity is to get the students to do a self-assessment for each of the dimensions specified in the rubric and then for the teacher to look at the students' self-assessment and report back to the student, "I would have given you a higher rating in two of the categories and a lower rating in one of the categories. See if you can figure out which categories these are, and why." This is an example of making feedback into detective work, discussed in further detail in the chapter on feedback.

### Find Out What Your Students Think They Are Learning

No matter how much the teacher involves the students in the "co-creation" of the learning intentions and success criteria, and no matter how well those learning intentions and success criteria are designed, there is always the danger that students' understandings are different from what was intended. It is therefore useful periodically to ask students what they think they are learning.