Great! To help you design the most effective Success Criteria, I need a couple of details:

1. **What is the grade level of the learner?**
2. **What is the learning and the learning task they are engaging in?**

Once you share those, I'll create a clear and specific Success Criteria table for the learning target.

You said:

5th grade, I can identify examples of figurative language. Learners are reading a passage and identifying and labeling the type of figurative language used.

ChatGPT said:

Thank you! Based on your input, here's a **Success Criteria** designed for a **5th grade learner** working on the learning target:

> **"I can identify examples of figurative language."**

The task is to read a passage and identify and label the type of figurative language used.

✅ Success Criteria for: *I can identify examples of figurative language.*

1	2	3	4
NO, I CANNOT… YET	**I CAN… BUT I…**	**I CAN…**	**I CAN… AND I…**
I cannot identify any figurative language in the passage yet.	I can find some parts of the text that sound different or creative, but I mix up or mislabel the type of figurative language (like calling a simile a metaphor).	I can correctly identify and label at least 4 types of figurative language in the passage (such as simile, metaphor, personification, and hyperbole) using evidence from the text.	I can correctly identify and label at least 4 types of figurative language AND explain why the author used each one or how it adds meaning or effect to the text.

Would you like some tools and resources for learners to access during their learning for this task?

You said:

yes

ChatGPT said:

Great! Here's a list of **tools and resources** learners can access at **each level** of the Success Criteria to support their movement toward mastery:

🔧 Tools and Resources to Support the Success Criteria

Level	Support Tools and Resources
1 - Beginning *(I cannot identify any figurative language yet)*	- Anchor chart with definitions and examples of figurative language (with visuals) - Figurative language matching game (term ↔ example) - Teacher modeling using think-alouds while reading a short passage - Peer partner support or guided reading group - Highlighting tool to mark sentences that “sound different or creative”
2 - Approaching *(I can find some parts, but I mislabel the type)*	- Figurative Language Reference Guide or Flipbook with definitions and keywords - Sentence stems: “This is a ___ because it uses the word ‘like/as’...” - Small-group practice with guided feedback - Color-coded examples of each figurative language type - Task cards with short examples to sort and label
3 - Meets *(I can correctly identify and label at least 4 types)*	- Figurative language checklist (e.g., simile, metaphor, personification, hyperbole) - Highlighter/annotation tool to label and name types directly on the text - Self-assessment rubric aligned to the Success Criteria - Exit ticket identifying figurative language from a new passage - Peer review protocol with guiding questions

4 - Exceeds *(I can identify and explain the author's purpose/effect)*	- Graphic organizer: "Type → Example → What it means → Why the author used it" - Sentence stems: "The author used ___ to show/emphasize ___." - Literary analysis prompt to write a short paragraph explaining impact - Mentor texts with high-quality figurative language - Extension task: Compare figurative language across two different texts or genres

Progressive Success Criteria

1	2	3	4
NO, I cannot STATE THAT NOTHING ABOUT THE LEARNING TARGET IS CLEAR AND PRODUCIBLE YET.	Yes, I can STATE ONE OF THE QUALITIES OF THE LEARNING TARGET (THE ONE MOST STUDENTS WOULD LIKELY BE SUCCESSFUL) But I LIST QUALITIES OF THE LEARNING TARGET THE STUDENTS MAY STRUGGLE WITH.	Yes, I can STATE THE LEARNING TARGET by: LIST THE QUALITIES THE PRODUCT OF YOUR TASK SHOULD HAVE IN ORDER TO SHOW YOU AND THE STUDENT THEY HAVE MASTERED THE LEARNING TARGET FOR THIS LESSON.	Yes, I can STATE COLUMN 3 OVER AGAIN… AND I can LIST A QUALITY THAT CAN ENRICH OR ACCELERATE THE LEARNING TARGET FOR THIS LESSON.

Success Criteria for ELA

1	2	3	4
NO, I CANNOT READ AN ARGUMENTATIVE TEXT TO IDENTIFY THE TOPIC <u>YET.</u>	YES, I CAN READ AN ARGUMENTATIVE TEXT TO IDENTIFY THE TOPIC, <u>BUT</u> I AM HAVING TROUBLE WITH IDENTIFYING THE AUTHOR'S CLAIM AND CITING THREE PIECES OF EVIDENCE FOR THE CLAIM.	YES, I CAN READ AN ARGUMENTATIVE TEXT TO : 1. IDENTIFY THE TOPIC 2. IDENTIFY THE AUTHOR'S CLAIM 3. CITE THREE PIECES OF EVIDENCE FOR THE CLAIM.	YES, I CAN READ AN ARGUMENTATIVE TEXT TO 1. IDENTIFY THE TOPIC 2. IDENTIFY THE AUTHOR'S CLAIM 3. CITE THREE PIECES OF EVIDENCE FOR THE CLAIM, <u>AND</u> CAN CRITIQUE HOW WELL THE AUTHOR'S EVIDENCE ADVANCED THE CLAIM.

Success Criteria for MATH

1	2	3	4
NO, I CANNOT GRAPH ABSOLUTE VALUE FUNCTIONS <u>YET.</u>	YES, I CAN I CAN GRAPH ABSOLUTE VALUE FUNCTIONS, <u>BUT</u> I AM HAVING TROUBLE WITH IDENTIFYING AND PLOTTING THE VERTEX (H,K) AND DETERMINING IF THE FUNCTION OPENS UP OR DOWN.	YES, I CAN GRAPH ABSOLUTE VALUE FUNCTIONS BY: 1. IDENTIFYING AND PLOTTING THE VERTEX (H,K) 2. DETERMINING IF THE FUNCTION OPENS UP OR DOWN	YES, I CAN GRAPH ABSOLUTE VALUE FUNCTIONS BY: 1. IDENTIFYING AND PLOTTING THE VERTEX (H,K) 2. DETERMINING IF THE FUNCTION OPENS UP OR DOWN <u>AND</u> CAN PLOT THE REMAINING POINTS.

Success Criteria for SCIENCE

1	2	3	4
NO, I CANNOT EXPLAIN THE RELATIONSHIPS BETWEEN WORK, MECHANICAL ADVANTAGE, AND SIMPLE MACHINES YET.	YES, I CAN EXPLAIN THE RELATIONSHIPS BETWEEN WORK, MECHANICAL ADVANTAGE, AND SIMPLE MACHINES, BUT I AM HAVING TROUBLE USING MATH TO DO SO.	YES, I CAN EXPLAIN THE RELATIONSHIPS BETWEEN WORK, MECHANICAL ADVANTAGE, AND SIMPLE MACHINES BY: USING MATH TO IDENTIFY THEIR RELATIONSHIPS	YES, I CAN EXPLAIN THE RELATIONSHIPS BETWEEN WORK, MECHANICAL ADVANTAGE, AND SIMPLE MACHINES BY: USING MATH TO IDENTIFY THEIR RELATIONSHIPS AND I CAN USE MATH TO COMPARE AND ANALYZE DIFFERENT SIMPLE MACHINE USES.

Success Criteria for Social Studies

1	2	3	4
NO, I CANNOT IDENTIFY THE CHALLENGES FACED BY THE FIRST FIVE PRESIDENTS YET.	YES, I CAN IDENTIFY THE CHALLENGES FACED BY THE FIRST FIVE PRESIDENTS, BUT I AM HAVING TROUBLE WITH IDENTIFYING HOW THEY RESPONDED AND EXPLAINING WHY.	YES, I CAN IDENTIFY THE CHALLENGES FACED BY THE FIRST FIVE PRESIDENTS BY: 1. LISTING THE CHALLENGES 2. LISTING HOW EACH PRESIDENT RESPONDED 3. EXPLAIN WHY THEY RESPONDED IN THE WAY THEY DID	YES, I CAN IDENTIFY THE CHALLENGES FACED BY THE FIRST FIVE PRESIDENTS BY: 1. LISTING THE CHALLENGES 2. LISTING HOW EACH PRESIDENT RESPONDED 3. EXPLAIN WHY THEY RESPONDED IN THE WAY THEY DID AND CAN ANALYZE HOW POLICY AND PRESIDENTIAL POWER WAS AFFECTED.