Contents

Foreword 5

1. Setting Criteria 11

What are criteria, and why do we set them? 11
A four-step process for setting criteria with students 11
Step one: Brainstorm 12
Step two: Sort and categorise 14
Step three: Make and post a T-chart 15
Step four: Add, revise, refine 15
Scenarios for setting criteria with students 15
Using personal experience 15
Using familiar classroom experiences 18
Using specific examples 20
Starting with learning outcomes 21
Beginning with students' ideas 23

2. Assessing Student Work in Relation to Criteria 25

What is assessment? 25
Shifting to criteria-based assessment 26
Ten ways to assess without marking student work 27
Met, Not Yet Met 29
Met, Not Yet Met, I Noticed 29
Sample Match 32
Performance Rubric 35
More of, Less of 36
N.B. (Pay Attention) 37
Specific Remarks 39
Using Acronyms 39
The Next Step 42
Key Questions 42

© Hawker Brownlow Education

© 2012 Hawker Brownlow Education • 9781742391809 • SOT1809

3. Questions and Responses **45**

What happens to marks when we use these approaches? **45**
How did our record keeping change when we used criteria? **47**
Can students use these approaches for self-assessment? **49**
What about the students who cannot meet all the criteria? **49**
How can I convince my students that they can live without marks? **49**

Conclusion **51**

Appendix: Reproducibles **53**

Bibliography **62**

© Hawker Brownlow Education

SOT1809 • 9781742391809 • © 2012 Hawker Brownlow Education

1. Setting Criteria

What are criteria, and why do we set them?

Criteria are, simply, the standards by which something can be judged or valued. When we determine these criteria, we are deciding what counts.

Teachers can set criteria *for* their students. Teachers can set criteria *with* their students. Students can set or negotiate their own criteria. In this book, we show many ways to involve students in setting criteria. That's because we have found that when students take part in developing criteria, they are much more likely to understand what is expected of them, "buy in", and then accomplish the task successfully.

In our classrooms, we usually set criteria for projects and assignments with our students. We do not set criteria for everything, nor should we.

We regularly remind ourselves of the purpose of using criteria by asking the question, "How is this supporting student learning?"

A four-step process for setting criteria with students

We have found that the following four-step process for setting criteria with students encourages student participation, understanding and ownership:

Step one. Brainstorm.

Step two. Sort and categorise.

Step three. Make and post a T-chart.

Step four. Add, revise, refine.

The first three steps of the process are carried out either before or as students are beginning their projects and assignments. It's important to set criteria before beginning the assignment or during the planning stages.

© Hawker Brownlow Education

© 2012 Hawker Brownlow Education • 9781742391809 • SOT1809

STEP ONE: BRAINSTORM

Teachers and students already have criteria in their heads. Getting everyone's ideas, including the teacher's, out in the open helps to build ownership and develop a common understanding of what is expected.

1. Pose a question such as "What counts in a lab report?" "What am I looking for when I mark your paragraphs?" or "What counts in an oral presentation?"

2. Record all ideas, in students' words, on butcher paper.

3. Contribute your own ideas. Students will often focus on surface features, so teachers need to ensure the essential features of the project are included and the standards or outcomes of the subject area are reflected in the criteria for the student work (see figure 1 above).

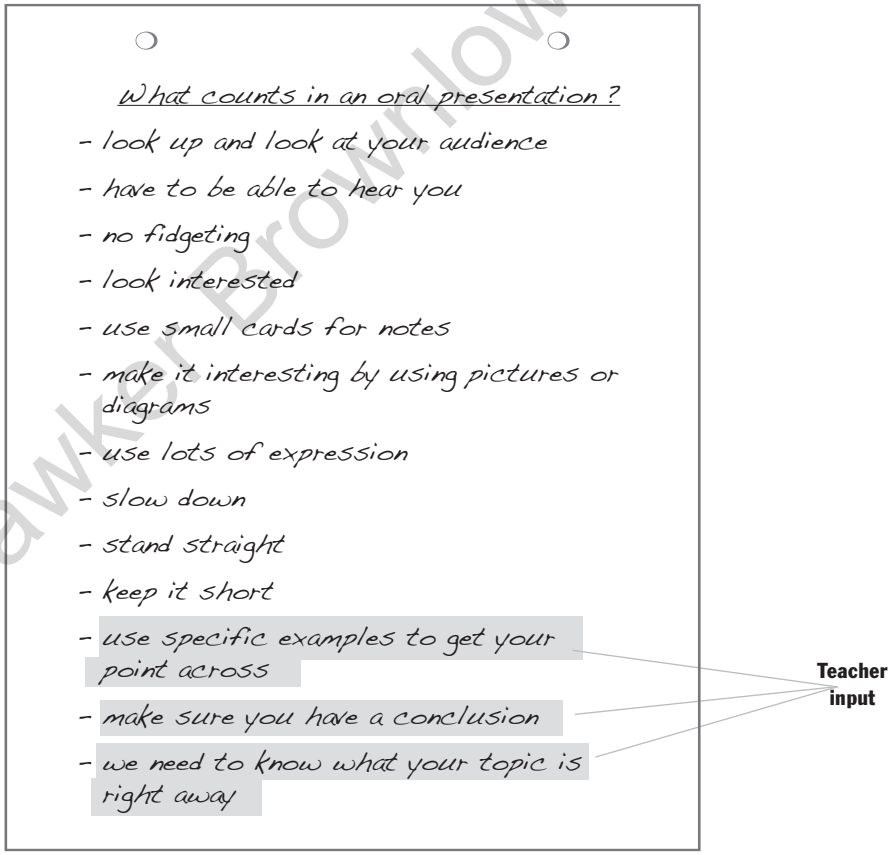

Figure 1: Brainstormed list

© Hawker Brownlow Education

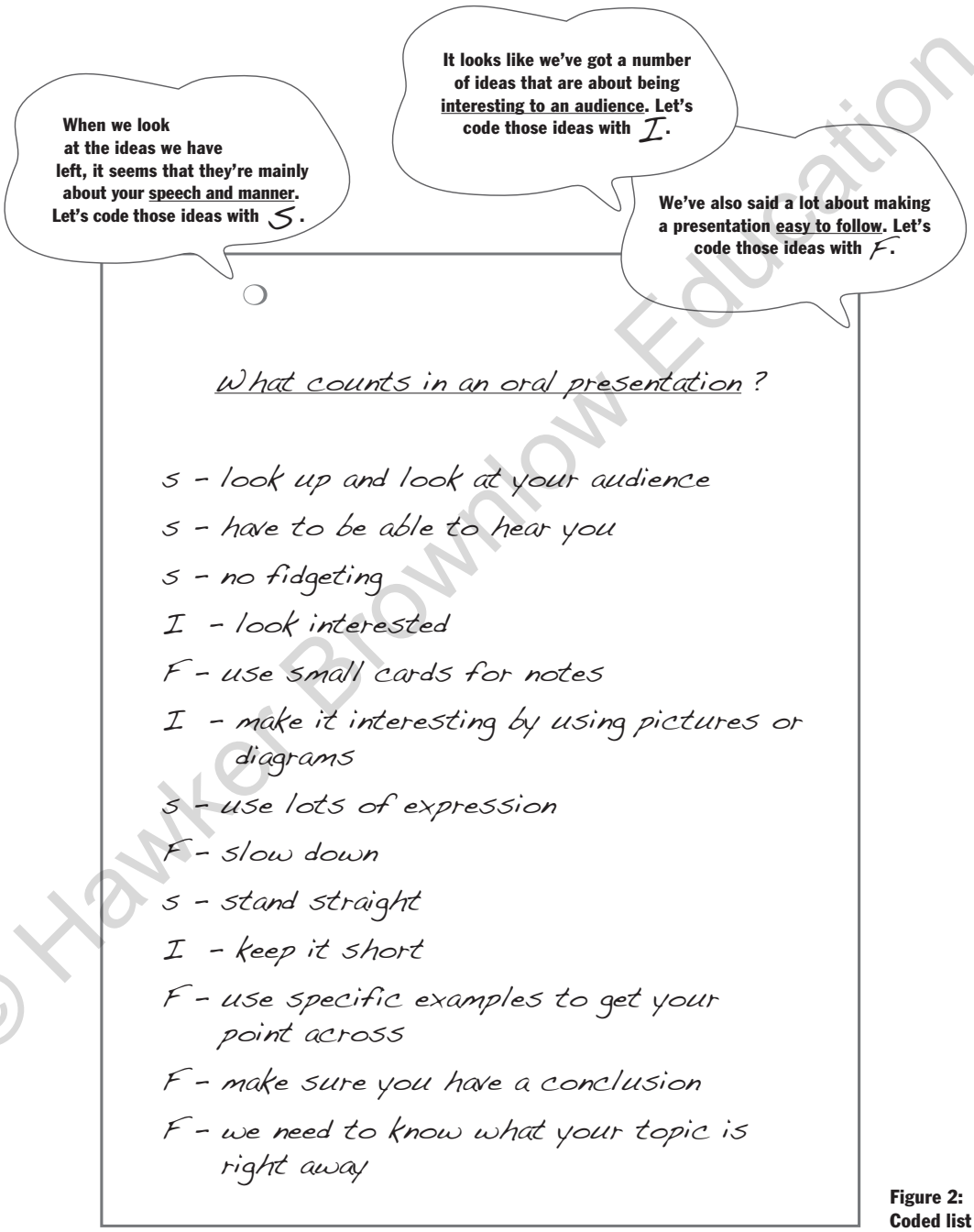

Figure 2: Coded list

© Hawker Brownlow Education

© 2012 Hawker Brownlow Education • 9781742391809 • SOT1809