



SETTING AND USING CRITERIA WITH STUDENTS

Involving Students in Assessment

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With many thanks to the tremendous work of Anne Davies!

**See the *Resources* section on page 29 to find out how to order her books
related to *Setting and Using Criteria with Students*.**

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Why Set Criteria with Students?

Criteria is:

- What's important!
- What counts!

Involving students in the developing of criteria increases their understanding of what is expected of them, thus, allows them to “buy in” and then accomplish the task successfully. By being actively involved, students know where they are headed and what they can do to get there.

We set criteria with students so that:

- learning becomes more explicit
- they see what quality work looks like
- they confirm and integrate new knowledge
- they develop assessment language

Criteria that is clear...

- connects to the learning outcomes
- builds on prior knowledge
- creates ownership – builds relationships
- is engaging
- helps students understand what they are trying to find out
- helps students to articulate why they are doing things
- helps students to evaluate how well they did
- helps students to find ways to improve

Criteria can be set for projects and assignments in any curriculum area. Whether it be a writing assignment, a lab report for science, how to be a good friend, how to play a sport, or how to solve a problem in math – students benefit from being involved in and discussing the criteria for successful completion of assignments or projects. We do not, however, need to set criteria for everything ... nor should we. **Start small** – choose a project that your students will be working on. **Start early** – begin at the criteria setting process right at the beginning of your project and/or assignment. **Celebrate successes** – thank the students for their involvement and discuss with them how the criteria setting process positively impacted their work!

The Four-Step Process for Setting Criteria with Students

Step one: Brainstorm

Step two: Sort and categorize

Step three: Make and post a T-chart

Step four: Add, revise, refine

The first three steps of the process should take place either before or as the students are beginning a project or assignment. It is vital that the criteria be set before they begin the assignment or during the beginning stages.

STEP ONE: BRAINSTORM

Because both the teachers and the students already have the criteria for a project or assignment in their head, it is important to get everyone's ideas (including the teacher's) out in the open early on. It 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 makes a good paragraph?"
 - "What does a good writer do when writing a _____?"
 - "What counts in an oral presentation?"
 - "What makes a good friend?"
 - "What counts when I do a Social Studies map?"
 - "What are the things to remember when problem solving?"

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



Idea: When a student contributes an idea, put their initials beside it. Especially the younger students like to see how they have contributed.

3. Contribute your own ideas. Teachers need to ensure the essential features of the project/assignment are included and that the outcomes of the subject area are reflected in the criteria.



Idea: Record the student's (and teacher's) contributions on strips of paper that can be easily sorted in Step Two. Contributions can also be written on the SMART Board to be rearranged later.

STEP TWO: SORT AND CATEGORIZE

When helping students remember criteria, we should try to limit the number to what the brain can remember (usually three to five). It is also important to use language that they students can understand.

1. Have the students look at the brainstormed list in an attempt to find any ideas that fit together. Ask such questions as:
 - “Do you see any patterns where certain ideas fit together?”
 - “I see a number of ideas that are about _____. Can you find any other ideas that fit under this heading?”
 - “Does it make sense to put these ideas under this heading?”
 - “Are there any other ideas that could fit here?”
 - “Is there a big idea or heading that would capture all of these points?”
2. Show how the ideas fit together by:
 - Using different colored markers to color code them
 - Use symbols to represent the “big ideas” and label the ideas with the appropriate symbol
 - If using individual ideas on separate strips of paper, have the students sort the strips in to groups
3. Talk to the students about how similar ideas can fit under different headings. Tell them that by grouping the similar ideas together, there is a more manageable number of criteria for them to work with.



Idea: Depending on the age of the students, once the ideas are all sorted, have them come up with a “Team” name for the category. Example: all of the ideas in the category are related to neatness – the “Team” name could be “**NEAT FREAKS**”. The younger students love to do this and it also helps with the “buy in”! 😊

STEP THREE: MAKE AND POST A T-CHART

Posting a visual reminder of the criteria (what counts), as well as the details of specific criteria (what you will be looking for in the completed project/assignment), will remind the student of exactly what they are working toward and what they need to do to get there.

1. Draw a large T-chart on chart paper.
2. Label the big ideas, or categories, from the brainstormed list. These are the criteria.
This would be the “Team” name.
3. Put these categories on the left-hand side of the T-chart.
4. Put the specific ideas from the list on the right-hand side of the T-chart, opposite of the category or “criteria” that they fit in. Pose the question: “Do you need any more ideas or details to understand any of the criteria?”

5. Post the T-chart in the classroom. Ask the students if there is anything else that could help them remember the criteria. An example would be: “Copy them into your notebook”.

Example of a T-Chart

<div>○</div> Criteria For writing a story	<div>○</div> Details/Specifics
<ul style="list-style-type: none"> Mechanics of writing (e.g. NEAT FREAKS) 	<ul style="list-style-type: none"> Capital at the beginning of sentences/on proper nouns Proper punctuation (. ! ? , “ ” : ;) Proper spacing of words Writes/prints neatly Stays on the line Letters the same size
<ul style="list-style-type: none"> Language usage (e.g. WACKY WORDS) 	<ul style="list-style-type: none"> Uses descriptive words (action, unusual, interesting) Makes sense Uses nouns and verbs that agree Doesn't use the same word all of the time (synonyms) Uses different kinds of sentences
<ul style="list-style-type: none"> Spelling (e.g. SUPER SPELLERS) 	<ul style="list-style-type: none"> Uses all of the letter sounds Uses a spell checker or dictionary Uses the word wall to help spell words
<ul style="list-style-type: none"> Story Development (e.g. AMAZING AUTHORS) 	<ul style="list-style-type: none"> Has a title Uses description to make it interesting Story has: <ul style="list-style-type: none"> Beginning Middle End Story makes sense/stays on topic Story has: characters, setting, problem



Idea: Add concrete pictures of the criteria categories (left side of your t-chart) for younger students. You could also actually find concrete objects to go with each category for those tactile learners in your class. E.g. for an observational category, you could have a picture of glasses on your t-chart as well as a pair of old lens-free glasses for students to use to talk about the criteria. You could have a “draw a logo” contest for each category for the students to participate in. This would help with the “buy in”!

STEP FOUR: ADD, REVISE, REFINE

When developing criteria we are never finished ... we should be constantly re-examining, adding, changing, and deleting throughout the year as the students skills change and develop.

1. Periodically have the students review the criteria. After completing an assignment or learning a new related skill, ask the students:
 - “Are there any new criteria we need to add?”
 - “Is there anything on our list that someone doesn’t understand?”
 - “Have we included any criteria that are not important?”
2. Make any changes on the chart, and date the changes as a reminder that setting criteria is an ongoing process.

Scenarios for Setting Criteria with Students

All of the situations below can easily be adapted and transferable to all curricular areas. Choose one(s) that best fit you, your students, and your subject area.

USING PERSONAL EXPERIENCE

One idea to introduce the concept of criteria setting is to start with something that all students will understand ... something that has meaning for them.

Example:

1. Ask the students: "What makes a good friend?"
2. Ask them each take two-three minutes to list all the qualities they can think of that make a good friend.
3. Have them turn to a partner, read their lists, and circle any common ideas they have.
4. Meet as a whole class, and ask each pair of students to tell one idea from their shared list without repeating what someone else has said. Record these ideas.
5. Continue to record ideas until you have documented all that the students came up with.
6. Show the students how many of their ideas could fit together by grouping those that are similar. Give each group of ideas a category heading or title.
7. Ask students to write about what kind of friend they are – based on the criteria.

USING FAMILIAR CLASSROOM EXPERIENCES

Students need to know enough about a learning experience to be able to develop criteria, so it is important to start with familiar classroom experiences.

Example: in the middle level grades, you could have the students develop criteria for a familiar assignment that they have done in past years – drawing a map.

1. Remind students that they have made maps many times before.
2. Ask them to brainstorm answers to the question "What counts when you draw a map?"
3. Record their ideas on chart paper. Contribute essential ideas they may have overlooked.
4. Transfer the ideas from the chart paper onto a single sheet of paper. Make one copy for every three or four students in your class.
5. The next day, give one copy to each group of three to four students.
6. Have the student cut the sheet into strips of individual ideas.
7. Ask them to sort and categorize the idea strips by putting them into three to five piles. Have them give a name to each pile.
8. Have the students share with the whole class how they grouped the strips. Discuss the different ideas the groups came up with.
9. As a class, decide on the category names that will be used (the "TEAM" name). Make a chart of the criteria.

USING SPECIFIC EXAMPLES

Show the students how to set criteria by showing them examples of student work. By having actual examples to look at, the student can see and describe the important and common features.

Example: work with older science students to set criteria for lab reports.

1. Give each group of three students copies of two or three different lab reports. Tell them that these are all good examples of work that students have done in the past, and that you want them to examples these examples before they do a report of their own.
2. Ask each group to make a list of the imports features that are common to the sample lab reports.
3. Have the students post their lists for others to see.
4. Record on chart paper the features that the students found in the examples.
5. Group three to five similar ideas.
6. Ask the students to name each group.
7. Post and talk about the groups (criteria), and add any essential components that may have been missed by the students.
8. During the next class, give the students an example of a lab report that does not meet all of the criteria. Pose the question: "What would a person need to do to make this lab report meet all of the criteria?"

STARTING WITH OUTCOMES

Criteria could be set with students by telling the class what they are expected to learn by the end of the unit. By using the learning outcomes as a starting point (backwards design), you reinforce the link between the outcomes and the criteria.

Example: Grade 8 math – problem solving

1. Post a list of math outcomes for a unit. Tell them that this is what they need to learn in this unit to solve problems in math.
2. Work with the class the answer the question "What does it look like and sound like when you've learned to problem solve?" Pose specific questions that relate to each outcome and the essential indicators:
 - "What are some of the strategies you use when you solve problems?"
 - "How can you show that you are willing to try something again?"
 - "What do you do to make sure that your solution is correct?"
 - "How do you know if a problem has incomplete information?"
 - "How do you know what other information you need to solve such a problem?"
3. Record responses on chart paper.
4. Refer to the original list of outcomes. Ask the students if anything has been missed. Work together to make sure there are specifics and details for each of the outcomes.

- Sort and categorize the master list of ideas under three to five headings. Transfer to a T-chart.

Criteria for problem solving	Details/Specifics

- Start work on problem-solving, using the T-chart as a guide.

BEGINNING WITH STUDENTS' IDEAS

When students have a choice in how they will represent their learning – a research project, oral presentation, or diorama, for example – it does not mean that there are different criteria for each type of presentation. You can work with your class to set criteria that would apply to the many ways they chose to show their learning.

- Have the students think carefully about the projects that they have just begun to work on. Ask them: “What would you like me to notice in the projects that you have been working on?” Give them two to three minutes to record three to five ideas.
- Have students share their list with a partner and circle any common features.
- On a chart, make a list of the common features from all the partners.
- During the next class, sort these features into broad categories. Add any other essential features that are missing
- Transfer to a T-chart. Post the chart in the classroom.

Criteria for project on _____	Details/Specifics

- Pose the following questions:
 - “Can you see how the criteria fit with the way you have selected to represent your learning? “
 - “Is there anything that we have left out?”

Shifting to Criteria-Based Assessment

Once criteria have been set with students, teachers need to determine how student performance will be assessed in relation to those criteria. It is possible to assess student work that doesn't involve giving marks, scores, percentages, or numbers. This helps students focus on the criteria that count.

In their book *Setting and Using Criteria*, Kathleen Gregory, Caren Cameron, and Anne Davies outline a variety of ways to assess student work "without putting a mark on the paper". By using these methods, they found that students began to focus on what really counts: what they are learning and what they can do to improve.

This does not mean that students are never to be given marks. They still would receive marks on tests, quizzes, right-and-wrong answers, and assignments for which criteria have not been set. Students do not need to be given a letter or percentage grade every time we assess them. Every day is not report card day.

Setting criteria with students and assessment their performances in relation to the criteria (and without marks) are ways to help student move beyond their focus on the grade or number and to concentrate on their learning. In this way, setting criteria is used to support the learning of all students.

Using Criteria to Assess Students

The following approaches to assessing students (from Setting and Using Criteria) have been developed with real students in real classrooms. It is suggested that you select the ones that appeal to you, and discover which work best with a particular projects or assignment, with a particular group of students, or at a particular time of year. Adapt them to meet your needs. There is no one right way to set criteria. Do what works for you, your students, and the topic you are setting criteria for. The Sample Assessment Sheet on page 13 outlines a generic grid that is the basis for the approaches that follow.

- ***Met, Not Yet Met – see page 14***

Here the focus is on having students complete their work. Steps:

- Set the criteria for a project
- Assess student performance in relation to the criteria by putting a ✓ in the “Met” or “Not yet met” column
- Highlight those criteria that have not yet been met
- After giving assessment sheets back to the students, allow those with a “NY” to complete their work and resubmit
- Record student performance in your mark book as “M” or “NY”. When work is resubmitted, record “R” for “Revised”, adding an “M” if they then meet the criteria.

- ***Met, Not Yet Met, I Noticed – see page 15***

Here the focus moves beyond just completing the work and adds a feedback component. The steps are the same as “Met, Not Yet Met” but the brief comments in the “I noticed ...” column focus on the quality of the work done and/or the progress made since the last assignment. In your mark book, record “M” or “NY”. An asterisk can be used beside the “M” to indicate quality or specific progress. For resubmitted work, record “R” for “Revised” and “M” if they meet the criteria.

- ***Sample Match – see page 16***

In this approach students are shown actual samples of work that meets the criteria. Those samples are reviewed together. The students are able to see and hear what is expected of them so that they have a clearer understanding of what counts. Steps:

- Find two or three samples of a completed assignment or project that range from satisfactory to strong
- On the samples, write specific phrases that point out aspects of the work that meet the criteria
- Number the samples and display for the students to see
- Assess the student work by recording the sample number that most closely matches their work. Give one or two reasons for this match.
- Record the sample numbers that students’ work most closely matches in your mark book.

- **Performance Grid – see page 17**

Here the focus is on providing a range of descriptions of student performance, written in student language. The students are able to see where they fit in the overall picture and what they need to work on next. They can clearly see a range of performance – they may do well on some criteria and not as well on others. Thus, they obtain specific information about where and how they can improve. Students are then able to set goals for improvement. Steps:

- Develop three levels of performance that describe student work. These should be directly related to the criteria. Place on the provided assessment BLM.
- Make a copy for each student. Now the students will know the levels of criteria on which they will be assessed.
- Have the students hand in the copies of the assessment grid when they hand in their work.
- Assess the students work by highlighting the box for each criteria that most closely matches the work they have done.
- In your mark book record the number code that you have assessed to the student (e.g. 2-1-3-3-3) or the acronym they received.



Idea: Rather than have 1, 2, 3, on the grid, try putting B, O, T (B =Beginning, O = On the way, T = There). In this way, the students will focus on giving themselves an “acronym” score (e.g. BOOT) rather than a numerical score (e.g. 8/12).

- **More Of, Less Of – see page 18**

With this approach, students learn where to concentrate their efforts and what aspects of their work counts. It also shows students that by making a few small changes in one direction or another, they can come closer to meeting the criteria. Steps:

- Using the assessment sheet, assess student performance by giving students feedback about what they have to do more or less of to meet the criteria
- Encourage students to resubmit their work after they have made changes.
- Record any comments that you want to remember about the student’s work in your mark book.

- **Specific Remarks – see page 19**

Here the focus is on providing feedback for students that is specific and descriptive. Students can then repeat successes and know what they need to improve. Steps:

- Assess student performance by giving specific feedback. Describe the performance – don’t give judgments or opinions as they provide no way for students to know what they should repeat or improve upon next time.
- Record any remarks that you want to remember about the student’s work in your mark book.

- ***The Next Step – see page 20***

- This approach focuses on showing students how they can take small steps to move forward in their learning when large steps seem overwhelming. These could describe some of the ways to improve their work, such as extending ideas, revising specific aspects of the work, or practicing new skills. For example: “Next step: Practice using descriptive words to improve imagery.” “Next step: Publish this piece. It is worth it.” Record any “next steps” that you want to remember about the student’s learning in your mark book.

- ***Key Questions – see page 21***

This approach focuses on giving students information that builds on their strengths, points out one or two concerns (maximum of two), and gives suggestions for realistic goals. Steps:

- Using the assessment sheet, record answers to the following key questions: What’s working? What’s not? What’s next?
- Refer to the criteria for specifics to use in your comments.
- Give students information about what is working so that they have something to build on.
- Record any points that you want to remember about the student’s learning in your mark book.

- ***N.B. (Pay Attention) – see page 22***

- ***Key-Word Acronyms – see page 23***

My Adaptations for Criteria Setting:

- ***How Am I Doing? – see page 24***

This adaptation is similar to “Met, Not Yet Met” or “Performance Grid” in that it gives the students information on where they are on the continuum to accurate work.

😊 = “Yes! I did it!” or “Yes! I remembered!”

😐 = “Well, I remember some of the time.” or “Well, I did it some of the time, but not always.”

😞 = “Oops! I forgot this time!” or “Oops! I need to work on this next time!”

- Record the series of “faces” in your mark book.

- ***How Am I Doing? – with space for feedback – see page 25***

This adaptation is similar to the one above, but allows for specific feedback. Here the student/teacher/peer can include “Things I noticed”, “Tips” (for improvement), and “Things to Celebrate”. Record the series of “faces” in your mark book, along with any comments that you want to remember about the student’s work.

Sample Assessment Sheet

Headings here vary according to the assessment approach

Title of assignment or project

The criteria, or what counts in the project or assignment

Teacher or student may request a conference when they need more information

Date the work was received

Assessment may be made by teacher, student, peer, or someone such as a parent or principal

The teacher or student can record pertinent questions

Criteria for _____		Headings here vary according to the assessment approach			
Conference requested <input type="checkbox"/>		Question(s):			
Date(s) received:					
Assessed by: <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Other		Assignment: Student:			

Criteria

for _____

Met

Not Yet Met

Conference requested <input type="checkbox"/>	Question(s):	
Date(s) received:		
Assessed by: <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Other	Assignment: Student:	

Criteria

for _____

Met

Not Yet Met

I Noticed

Conference requested ☐

Question(s):

Date(s) received:

Assessed by:

- ☐ Teacher
- ☐ Self
- ☐ Peer
- ☐ Other

Assignment:

Student:

Criteria

for _____

Sample Match

Closest Match is sample # _____ because ...

Conference requested <input type="checkbox"/>	Question(s):
Date(s) received:	
Assessed by: <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Other	Assignment: Student:

Criteria**Performance Grid**

for _____

1**2****3**

Conference requested ☐

Question(s):

Date(s) received:

Assessed by:

- ☐ Teacher
- ☐ Self
- ☐ Peer
- ☐ Other

Assignment:

Student:

Criteria

for _____

More of

Less of

Conference requested <input type="checkbox"/>	Question(s):	
Date(s) received:		
Assessed by: <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Other	Assignment: Student:	

Criteria

for _____

Specific Remarks

Conference requested <input type="checkbox"/>	
Date(s) received:	Question(s):
Assessed by: <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Other	Assignment: Student:

Criteria

for _____

The next step is ...

<hr/>	
Conference requested <input type="checkbox"/>	Question(s):
Date(s) received:	
Assessed by: <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Other	Assignment: Student:

Criteria**Performance Grid**

for _____

What's Working?**What's not?****What's next?**

Conference requested <input type="checkbox"/>		Question(s):	
Date(s) received:			
Assessed by: <input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Other		Assignment: Student:	

N.B. (PAY ATTENTION)

Assessing work in progress is very important if we want students to be successful. The focus of the N.B. approach is on giving students regular, specific feedback about their work while they are in the process of working on it.

Steps in the process:

- During the process of an assignment, record on dated sticky notes what criteria the student needs to pay attention to, and attach them to the work
- When the students hand in their work, mark notes with a ✓ or a X - indicating whether or not they have paid attention to the 'N.B.'. Transfer the sticky notes into your mark book.

Criteria for Research

- generate questions and find sources
- collect, record and summarize key information
- communicate what you have learned

N.B. Jan. 16

You will need to use other sources to find the answer to your question ...the encyclopedia does not have all the info.

S.B.

N.B. Jan. 20

People need to know the sources you've used for your information. Have you kept this list?

S.B.

N.B. Jan. 17

Before you go any further, change your topic "Spain" into a question so you know what to focus on.

S.B.

Key-Word Acronyms

Using an acronym helps students remember the criteria. It will also show that learning is a process, and then we don't necessarily always get everything done the first time (nor do we expect to).

Steps in the process:

- Examine the criteria to find key words that can be worked into an acronym.

Original Criteria for Basketball

Unit

P Perform skills

A Actively involved in group play

S Set a personal challenge

S Show understanding of rules

Acronym is P A S S

- Post the acronym on chart paper or the blackboard for students to refer to.
- Assess student performance by recording the letter(s) of the acronym (criteria) that students have met. This immediate feedback lets students know what criteria they have met – and what they still need to work on.
 - This feedback can be given by way of assessment sticky notes. Note that students might only receive part of the acronym when they first begin a new task (e.g. ROW, BW)
- Before returning assignments, record the letter(s) of the acronym that students received in your mark book.

Assessment

B Work on keeping

W your focus and reading a bit longer
S.B.

Criteria for Beginning Reader

Response

B Bring a book

R Read for 15 minutes

O Own work focus (don't distract others)

W Write 5 lines

Acronym is B R O W

Assessment

R Work on keeping

O your focus and reading

W a bit longer
S.B.

Criteria

How Am I Doing?

for _____



Conference requested ☐

Question(s):

Date(s) received:

Assessed by:

- ☐ Teacher
- ☐ Self
- ☐ Peer
- ☐ Other

Assignment:

Student:

Criteria

How Am I Doing?

for _____



I Noticed ... Tips ... Things
to Celebrate

Conference requested ☐

Question(s):

Date(s) received:

Assessed by:

- ☐ Teacher
- ☐ Self
- ☐ Peer
- ☐ Other

Assignment:

Student:

Example of Criteria Setting for Writing

Criteria	I think ...			My teacher/friend thinks...		
Blazing Sounds						
• Uses all of the letter sounds	😊	😐	😞	😊	😐	😞
• Good spelling	😊	😐	😞	😊	😐	😞
• Uses a dictionary to help spell words	😊	😐	😞	😊	😐	😞
• Uses the sounds of all the syllables	😊	😐	😞	😊	😐	😞
Flaming Firecrackers						
• Capital at the beginning	😊	😐	😞	😊	😐	😞
• Uses capital/small letters	😊	😐	😞	😊	😐	😞
• Punctuation at the end (. ! ? , “ ” : ;)	😊	😐	😞	😊	😐	😞
• Leaves spaces between the words	😊	😐	😞	😊	😐	😞
• Neat work	😊	😐	😞	😊	😐	😞
• Writes on the line	😊	😐	😞	😊	😐	😞
Volcanic Thoughts						
• Uses "Million Dollar" (descriptive) words	😊	😐	😞	😊	😐	😞
• Makes sense	😊	😐	😞	😊	😐	😞
• Is interesting	😊	😐	😞	😊	😐	😞
• Uses synonyms for common words	😊	😐	😞	😊	😐	😞
• Uses proper sentences	😊	😐	😞	😊	😐	😞
• Avoids repeating words	😊	😐	😞	😊	😐	😞

Things to celebrate ...



Ideas to improve my writing ... (mine or my teacher's/friend's)



Sample Mark Book:

(From Setting and Using Criteria – page 54)

Social Studies Class List Block C	Map #1 Met / Not Yet / R = revised	Map #2 Met / Not Yet / R = revised	Test / 50	Map #3 Sample Match 1, 2, 3	Group Oral Presentation Performance Grid (3 by 5)	Test / 30	Final Project Performance Grid (3 by 3)
Garah A.	NY-R (M)	(M)	32	2	3-2-2-2-2	21	2-2-2
Mac D.	(M)	(M)	49	1	3-2-3-3-3	28	3-2-3
Sue K.	NY (NY)	(NY)	19	3	3-3-2-2-1	12	1-1-2

When we use criteria as part of the assessment process, we now have more than just “marks” in our mark book. We would now quickly record numbers and symbols (as above) in one section of our mark book. In another section, we record our observations and notes about individual students (see below). This is where you would place the N.B. sticky notes.

Student: Term: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; transform: rotate(-5deg); display: inline-block;">N.B.</div> <div style="border: 1px solid black; background-color: yellow; padding: 5px; transform: rotate(-5deg); display: inline-block;">N.B.</div> <div style="border: 1px solid black; background-color: yellow; padding: 5px; transform: rotate(-5deg); display: inline-block;">N.B.</div> </div>		
Strengths/Progress	Concerns	Goals Set

The Last Word ...

Criteria can be set for projects and assignments in any curriculum area. We do not, however, need to set criteria for everything ... nor should we. Choose the projects or assignments where setting criteria would bring about the best results. Involving the students in their own assessment will help them understand what is expected of them and, thus, improve their learning!

Using and setting criteria is only part of the assessment process.

Three Parts of Classroom Assessment:

Part One:

Begin with the end in mind.

To be successful, students need to know the learning destination. Having the students involved gives them a picture of what success looks like, gets rid of the guessing, puts the target in reach, and sets them up for success.

With students:

- explain the purpose
- show samples
- talk about the possible evidence

Part Two:

Involve the students as partners in the assessment process.

Students are involved in the process when they help to define the criteria. Criteria helps students to develop a common language. It helps them to understand what quality looks like. Students are able to look at the list of criteria and decide what they personally need to work on to attain success.

Feedback must be:

- Timely and specific
- Specific and descriptive so that the students know what is wrong and how they can fix it

Get students to:

- set and use criteria
- self-assess
- seek feedback FOR learning (from self or to/from others)
- set goals to improve learning

Part Three:

Show proof of learning. Have students:

- collect evidence
- select and reflect on evidence
- present evidence of learning

Three Classroom Assessment Techniques That Make a Difference:

1. Involve students in the classroom assessment process.
2. Increase the amount of specific, descriptive feedback students receive.
3. Decrease the amount of evaluative feedback students receive.

Sources and Resources

Books:

Available from:

Connections Publishing
2449D Rosewall Crescent
Courtenay, BC V9N 8R9
1-800-603-9888
Fax: (250) 703-2921

- Setting and Using Criteria – Kathleen Gregory, Caren Cameron, Anne Davies
 - ISBN 978-0-9682160-1-9
- Self-Assessment and Goal-Setting – Kathleen Gregory, Caren Cameron, Anne Davies
 - ISBN 978-0-9682160-2-6
- Leading the Way to Making Classroom Assessment Work – Anne Davies, Sandra Herbst, Beth Parrott Reynolds
 - ISBN 978-0-9783193-3-5
- All of the above books are available at: www.connect2learning.com
- You can sign up for membership (it's free!) at gives you access to current publications on assessment – <http://connectionsgroup.ca/member/login/>

Anne Davies Website:

- You can sign up for a free newsletter and join the Anne Davies mailing list to receive regular updates and information about assessment *for learning* at:
 - <http://annedavies.com/>

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