

Grade Group Activity: Setting Criteria

Quote:

“Do you want engaged, enthusiastic learners? Do you want to work with learners who strive to produce quality work? Do you want your students to learn and achieve more? The research is clear. When students are involved in the classroom assessment process, they become more engaged in learning. Teachers are finding six key strategies help to create classrooms where learning is the number one focus:

1. **Involve students in setting and using criteria.**
2. Engage students in self-assessment.
3. Increase the source of specific, descriptive feedback.
4. Assist students to set goals.
5. Have students collect evidence of learning in relation to standards.
6. Have students present evidence of learning in relation to standards.”

Page 77, *Leading the Way to Making Classroom Assessment Work* by Anne Davies

Activity 1

Because it is important that students have experience and practice in setting criteria, it is suggested that you start setting criteria with your students on a topic with which they have experience. This is usually a topic around a social skill or recreation activity such as being a friend, what makes a good hockey player, or what does a good citizen of our class look like?

One way to set criteria as described in Setting & Using Criteria by Gregory, Cameron and Davies involves 4 steps:

1. Brainstorm
2. Sort & Categorize
3. Make and Post a T-chart
4. Add, Revise, Refine

In your group, select a fun topic to work with such as What Counts in a Staff meeting, What counts in a Staff Party, What Counts in a Great Holiday, etc.

1. Select someone to act as recorder.
2. Brainstorm for ideas about what is important in one of these activities.
3. Working as group, sort and categorize your ideas.
4. Develop a T chart using the categories you chose.
5. Add, revise and refine your criteria as you go along.

Now that you have had some experience in setting criteria, select a topic from your grade/subject level curriculum and using the same process develop criteria. Although it is important that we involve students in this process, it is also important that as teachers we have a clear understanding about what counts or what is important for these tasks. Working with other teachers from across the division and at the same level helps to develop some consistency with the grade level expectations.

If your group has members who have been using criteria-setting in their classrooms, have them share what works for them.

You might also brainstorm for a list of ideas to use when your first working with students on setting criteria such as:

- What makes a good friend?
- What counts as a good sport? etc.

You could also brainstorm for a list of curricular topics to use with your students such as:

- What counts as a good book report?
- What counts for a good reader?
- What's important in a science lab report? etc.

Activity 2

Webcast with Caren Cameron talking about Setting Criteria

<http://bcelc.insinc.com/webcastseries/20080116/presentation-index4.html>

(approx. 22 minutes)

(includes samples from Gr. 10, Gr. 5 and Gr. 1)

Sample on Criteria Teacher Kathleen Gregory working with Grades 5&6 Happy Valley School

1. Step One Brainstorm

What is important in an oral book review?

- don't put your sheet in front of your face
- speak loud so people at the back can hear
- focus on your book
- don't give away the whole book
- have a book to talk about
- know about the book
- read part of the book
- take about 60 seconds
- talk out loud
- sound out the words
- do a summary about the book
- sound like you are interested so others will be interested
- find special parts that are descriptive
- use expression when reading
- give your reasons why you like this book

2. Step Two Sort and Categorize

After a quick glance at the list, the two categories the teacher decides on are 'about the presentation' and 'about the book'. Students watch and help out as she records a letter 'p' beside ideas related to presentation or the letter 'b' for ideas related to the book.

3. Step three Make a T-Chart

The teacher draws a t-chart. She labels the left side 'Criteria' and the right side 'Details'. She records 'presentation' for one category and 'the book' for the second category. She copies each brainstorm idea related to 'presentation' on the right hand side under the heading 'Details'. She then does the same with ideas related to 'the book'. When she comes to the last idea on the brainstorm list she tells students that a separate category is needed for this idea as it is 'about you' and what you are thinking.




CRITERIA**DETAILS**

- | | |
|-------------------|---|
| 1. Presentation | don't put your sheet in front of your face
speak loud so people at the back can hear
take about 60 seconds
talk out loud
sound out the words
sound like you are interested so others will be interested
use expression when reading |
| 2. About the book | focus on your book
don't give away the whole book
have a book to talk about
know about the book
read part of the book |
| 3. About you | give your reasons why you like this book |

4. Step four Add Revise and Change

Over the next week several students gave impromptu oral book reviews. The class added a few ideas to the criteria eg. Sit still on the chair – don't turn it when you talk. The words for the criteria categories were also changed to be clearer. The three criteria on the left hand side of the chart are now 'make your presentation effective for the audience', 'tell about your book' and 'give your opinion'. **Your questions/comments:** 4-step brainstorming process from Knowing What Counts: Setting and Using Criteria Gregory, Cameron and Davies (1997)

WHAT'S IMPORTANT WHEN WE ARE LISTENING TO SOMEONE READ TO US?

CRITERIA	DETAILS
<ul style="list-style-type: none">• look at the reader 	<ul style="list-style-type: none">• look at the reader as they read• look at the pictures
<ul style="list-style-type: none">• sit in a way that everyone can listen and see 	<ul style="list-style-type: none">• sit on our bottoms• keep our hands and feet to ourselves• don't get in someone's space• sit still so others can see
<ul style="list-style-type: none">• think about what you are hearing 	<ul style="list-style-type: none">• listen carefully so you can answer questions• make pictures in your brain• you can ask a question

Grade 1 Sample from Caren Cameron Presentation

Lead with your position

Organize ideas

Give support

- facts
- stats
- details
- examples
- quotations

Introduce in an engaging way

Conclude with emphasis

POSITION PAPER

Grade 10 Sample from Caren Cameron Presentation

Resources:

Making Classroom Assessment Work by Anne Davies , Chapter 6: Involving Students classroom Assessment

Setting and Using Criteria by Kathleen Gregory, Caren Cameron, Anne Davies (This book was written for use in Middle and Secondary School Classrooms)