

## Handout 7

### Setting Criteria With Students – Generic Steps and Questions

#### Step 1) Brainstorm and record a first draft list of criteria

Teacher says:

*"In your groups discuss, and record, and be prepared to share with the whole class what's important, or what would make an excellent..."* (task, product, or performance to be assessed e.g. presentation, role play, essay etc, etc)

Teacher records brainstormed list from students on board or chart

If teacher notices that students are missing an important aspect or criterion, the teacher says:

*"Do you think... (missing idea or criterion) is also important? Discuss in your groups."*

After students have briefly discussed the suggestion. Teacher asks:

*"Should we add it to our list?"* Usually students agree and new items are added.

#### Step 2) Organize and categorise the list

Teacher says: *In your groups, organize these ideas into 3 to 5 categories, and be prepared to share with the rest of the class."*

Teacher develops a master copy of the categorized list from the students' lists and records it on the board or chart.

#### Step 3) Post or record final list for student use

#### Step 4) Weight or emphasise the more important criteria, looking for the match to outcomes or purpose

Teacher says: *"Given what we have been focussing on, or trying to achieve here, are any of these criteria more important than others in the list? Discuss in your group."*  
Record emphasis, or focus.

#### Step 5) Revise and refine in the light of experience

Teacher says to self and students: *"Now that we've used this set of criteria once, do we need to make changes or additions for the next time we use it?"*