

Building criteria | Brainstorm Criteria as a class

In order for students to produce quality work they must understand what is expected of them. For students to understand the criteria they must be involved in the process of establishing the criteria. Establishing criteria for quality work means success for students.

Materials

Flip chart paper or computer projector or white board

Procedure

Example: Criteria for putting together a good *Plan*

Context: Students are going to begin planning an exploration/project/stage, etc...

1. Discuss the criteria with your class. Building criteria involves asking many questions of students with the intention of drawing from them concrete, observable criteria for the many aspects that they will be required to engage in during an exploration or project.
2. Invite students to think about when in life people plan (Ex.: grocery list, parties, schedules, vacations, etc.). Then ask, *why* is it a good idea to have a plan? What is the purpose of a plan? (Ex.: keep us on track, tell us what we need to do, put things in order, etc.)
3. Using a white board or projector write the title: What makes a *good* quality plan in POP/Explo/Entrepreneurship? (Your question may be very pointed if you are focusing on a particular plan. Ex.: What makes a good *project* plan? What makes a good *interview* plan?)

Teacher:

- You are going to be planning your _____.
 - How will you know what is expected of you?
 - How will you know what will be evaluated?
 - How will you know if you are on the right track?
 - What do you think makes a *good* plan?
4. Student brainstorm ideas of what makes a good plan. Your role is to draw out examples and details of what is observable and in line with what you know you expect of students at this point in the school year.

Example of a questioning scenario.

Teacher: What makes a *good* plan in the POP classroom?

Student: *Details*

Teacher: Ok, what do you mean by details? I can't picture it, give me a concrete example...

Student: *Times*

Teacher: Good. *Times*, of what? (The teacher draws out from the students more information and writes these 'details' on the chart/board/projection and in brackets adds the details s/he draws from the students (Ex.: times when tasks take place, times when things are due, etc.).

5. And so on, until you have a handful of criteria to guide students with their work.
6. Post criteria someplace in the classroom for easy referral, and in student portfolios (if they have one).
7. Criteria lists should be added to periodically, at the very least, each term.
8. These become part of the criteria upon which, students' development in career explorations will be evaluated.

Criteria can help create evaluation resources

Use the established class criteria to create your evaluation resources. See *Survival Basics—evaluation*:

http://learnquebec.ca/en/content/curriculum/career_dev/