

### How do we use criteria to educate?

Simple having grading and assessment criterion and a clear idea where your students need to be doesn't mean assessment criteria serve as educational purpose. It is simply an instrument, but it very important how it is created, selected and used.

The selection and creation of criteria should reflect what you want to teach, educate and instill. Once this part of the job is been done, the greater part of your job as a teacher is ahead. Just bear in mind that every criteria could reflect a principle, a habit, an attitude you want your students to walk with and therefore you can translate into a criterion and assess students performance and work against that criterion, although it might be not always appropriate.

Here is, in brief how I see the process of turning grading criteria into an educative instrument that is effective, serves a purpose greater than just evaluating students.

- I. Define the purpose of the criteria; decide what their role is in the learning process.
- II. Present to students:
  - Exemplify, demonstrate the principle  
Exemplify, discuss, explore the benefits of that principle/ how can it be useful/
  - Experience
  - Reflect
  - Specific dimension in class work
- III. Remind, reinforce, expand
  - Seek to remind, reflect and demonstrate the principle behind the criteria in all activities
  - In activities remind/ show how it works
  - Regularly review and reflect on the criteria
  - Share bring to the classroom real life examples
- IV. Provide feedback about students' performance and progress against the criteria.

Use the criteria to provide structured and more formal feedback.

#### **Feedback:**

- Individual from teacher/ oral/ not formal
- Individual from teacher/ oral/ formal
- Individual from peers
- Feedback on group's performance
- Formalized feedback sessions
- Feedback to parents