

Criteria	Met	Not yet met
for <i>reader response journal</i>		
- recorded a minimum of 3 responses this week		✓
- included personal connections questions and predications	✓	
- used the format we set up in class (re: headings, page numbers)		✓

Conference requested <input type="checkbox"/>	Question(s):
Date(s) received: <i>NOV. 20</i>	
Assessed by <input checked="" type="checkbox"/> teacher <input type="checkbox"/> self <input type="checkbox"/> partner <input type="checkbox"/> other	Assignment: <i>Reader Response</i> Student: <i>Andrew J., Block 3</i>

Figure 11: Met, Not Yet Met

Reproducible in Appendix, page 69

MET, NOT YET MET

With this approach, the focus is on having students complete their work. This first step in using criteria separates what students are expected to complete from how well they complete it.

1. Set the criteria for a project. Teachers may set the criteria or refer to the four-step process (pages 13–20) for ways to involve students in doing this.

2. Make an assessment sheet such as the one illustrated in figure 11 for each student.

3. Assess student performance in relation to the criteria by putting a check mark (✓) in the “Met” or “Not yet met” column for each criteria statement.

4. Highlight those criteria that have not been met.

5. After giving assessment sheets to students, invite those who received ‘NY’ to complete their work and resubmit it for reassessment.

6. Record student performance as ‘M’ or ‘NY’. If students resubmit their work, record ‘R’ for “Revised,” adding an ‘M’ if they then meet the criteria.

You can order your copy of *Setting and Using Criteria*

by Kathleen Gregory, Caren
Cameron, and Anne Davies at:

**[http://www.connect2learning.com/setting
-and-using-criteria-second-edition](http://www.connect2learning.com/setting-and-using-criteria-second-edition)**

or email Laura: laurac@connect2learning.com
800-603-9888

