

3.2 Tailoring the Criteria for Success to the Performance of Understanding

If the performance of understanding involves . . .	Examples	Then useful criteria for success might be . . .
Grasping a new concept or term.	<ul style="list-style-type: none"> • Science: weather front, DNA, ecosystem. • Social studies: state capitals, government, imperialism, urbanization. • Language arts: parts of speech, nonfiction, root word. • Mathematics: integer, volume, estimation, prediction. • Music: tempo, timbre, controlled breathing. 	<p>Organized as “I can” statements:</p> <ul style="list-style-type: none"> • I can explain [concept or term] in my own words. • I can give examples of what [concept or term] is and examples of what [concept or term] is not. • I can use [concept or term] to analyze a situation [or text, or data] or to solve a problem.
Demonstrating a discrete skill—a brief, well-defined action that has a clear beginning and end.	<ul style="list-style-type: none"> • Graphing a quadratic equation. • Shooting a free throw. • Forming a contraction. • Changing a sentence from passive to active voice. • Measuring the circumference of a circle. • Tying my shoe. 	<p>Organized as an “I can” statements checklist of important elements, steps, or rules of the skill:</p> <p>I can change a passive sentence into an active sentence by</p> <ul style="list-style-type: none"> • Turning the object of the passive sentence into the “star,” or the subject, of the active sentence. • Removing the “to be” form, “en,” or “ed” from the passive verb to make it an active verb. • Turning the subject of the passive sentence into the direct object of the active sentence.

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3.2 Tailoring the Criteria for Success to the Performance of Understanding (*continued*)

If the performance of understanding involves . . .	Examples	Then useful criteria for success might be . . .
<p>Creating a complex product or demonstrating a complex process.</p>	<ul style="list-style-type: none"> • Writing a descriptive paragraph. • Participating in a debate. • Creating a PowerPoint presentation. • Planting a terrarium. • Outlining a book chapter. • Demonstrating how to call 911. • Giving an informative speech. • Writing a piece of fan fiction. • Writing a letter to my state congressperson. 	<p>Organized as a rubric:</p> <p>I can [write a piece of fan fiction, plant a terrarium] according to the descriptions in the rubric.</p> <p>Embodied in examples of good work:</p> <p>I can [write a descriptive paragraph, create a PowerPoint presentation] that is as good as this one because . . .</p> <p>Demonstrated through expert modeling of the process:</p> <p>I can [give an informative speech, call 911] just as well as [modeler of process] did because . . .</p>
<p>Using critical, creative, or self-regulatory reasoning processes and thinking skills to maximize the quality of a performance or product.</p>	<ul style="list-style-type: none"> • Classifying the eight planets in an original way. • Describing the similarities and differences between prose and poetry. • Writing an essay that argues for wind power over fossil fuels. • Identifying the general pattern of a song and then finding songs that share that pattern. • Setting three goals for improving my diet. • Inventing a better way to line up for the bus. 	<p>Organized as guiding questions for the reasoning process:</p> <p>I can use my best thinking to classify the planets by asking myself these questions:</p> <ul style="list-style-type: none"> • Can I identify the things I am going to classify? • Can I name something important that these things have in common and use it to create a category? • Can I state the rule that describes what the things in this group have in common? • Is there anything that does not belong to this group? Can I make another category for some of the things that do not belong?