

Co-Constructing Criteria for the Culminating Task

This lesson focuses on determining the criteria for a culminating task and leading students through the criteria to share what they learned.

Time: 30 minutes

Materials: • chart paper and markers, or interactive whiteboard

Grouping: whole class

Procedure:

Teaching Tip: Use a culminating task from one of the inquiry units, such as the following from *Nature Watch*, to help students design the criteria. Record the task on chart paper or an interactive whiteboard: “You form the ‘Eco-Action Club.’ As your first club project, you want to tackle an environmental issue in your area and make a positive long-term change to help nature. Begin by working together to determine an issue of importance in your school or community. Then design a solution and implement your project.”

1. Explain to students that they will be assisting in creating the criteria for a culminating task, in other words, how it will be assessed.

Today we will be looking at what criteria should go into the culminating task of our Nature Watch unit. How will we judge what we have done in our project? Turn to a partner and share one idea you think we need to consider for the culminating task.
2. Lead students through various aspects of what is needed and then chart the ideas. Some prompts to assist in the discussion could be as follows:
 - What are we to do for this project?
 - How do we decide on an environmental issue to consider?
 - Who will we tell about the project?
 - How will we tell them?
 - Who is to benefit by what we do?
 - How will we know if we are successful?
3. Chart the suggestions given by students and categorize them.

Ranjan, you suggested we need to think about what the environmental issue is and what we want to do. So, we could put the heading “Environmental Issue.”
4. Lead students into other areas such as the description of the project and why it was chosen, how you went about providing a solution to the issue, what the benefit would be to the school/community, who the audience is and what you want them to get out of your project, and any new questions/problems that arose.

Environmental Issue			
What we did			
Audience			
Major Points			
Presentation Format			
What we learned			
How we presented our project			

5. Help students take each of the above points and turn them into statements that could be assessed as to how each of the criteria was completed. You may choose statements similar to the following:
 - a. I chose an environmental issue to benefit nature in our community
 - b. I researched the topic
 - c. I decided on a format to interest and inform my audience
 - d. I knew my material
 - e. I clearly told my audience my solution
 - f. I told rather than read my work
6. Chart each area discussed and decide how it could be assessed.

When we look at each of these areas, we need to think about how we could assess each one. Turn to a partner and talk about what we could use to indicate how it met what we wanted.

Teaching Tip: You may decide upon three categories to begin with such as “Excellent,” “Right On,” and “Needs More Work.” You may wish to have five categories by adding one on either side of “Right On” such as “Above Average” and “Approaching.”

7. Have students take their own project, follow this list of criteria or alter it as needed it to fit their project, and share their learning from this activity.

Teaching Tip: Students may work in partners or small groups, or this could be done as a whole group.