Criterion referenced assessment
The criteria describe the standard by which learner performance is assessed. The criteria are context specific and can allow for diverse demonstrations by learners.

Criteria Sheet

Invitation making Group

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Examples of Evidence</th>
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| 1. Accuracy of information       | - purpose is clear and reflects the whole class view (respectfully connecting old men and old women and young)  
                                 |   - all details of party are accurate and legible (time, location, hosts etc.)  
                                 |   - invitation includes a map (numeracy – time, space and place)                |
| 2. Design appeal and non-stereotypic images | - symbolic of purpose for the party eg “Sharing our Future”  
                                 |   - non-stereotypical images selected  
                                 |   - colour, images and writing are appealing and balanced eg red on a yellow background is eye-catching  |
| 3. Inclusivity of language       | - actively works against stereotypes such as sweet old lady, grumpy old man (eg. writes ‘come dance with us at our party’)  
                                 |   - depict old men and old women and young people in diverse activities and relationships  |
| 4. Production of invitations     | - understands production methods eg. chose electronic production for large number of invitations or personalised invitations to old men and old women they have an established relationship with  |