

Learning to Co-Construct Criteria with Students

Learning Goal:

This Conversation invites participants to reflect on the purpose of setting and using criteria. It suggests ways to begin involving students, and explores possible starting points.

Materials:

Each participant needs a copy of *Setting and Using Criteria*, 2nd Edition by Gregory, Cameron, and Davies (Available from Connections Publishing, Courtenay B.C. www.connect2learning.com/books/)

Sticky notes for each participant.

Getting Started:

1. Introduce this Conversation by noting that when students develop a “picture” of their learning destination, they are more likely to arrive at it. Today, we will read about and discuss:

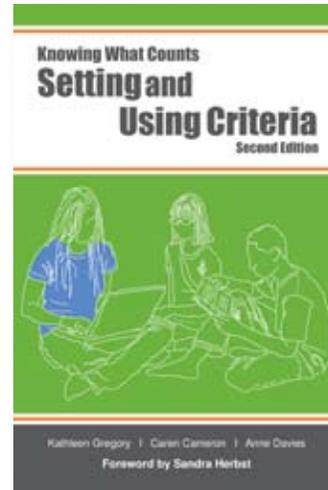
- A four-step process for setting criteria with students
- A variety of starting points, using student examples
- Some ways to assess student work in relation to criteria

2. Set criteria around something familiar such as an oral presentation, a research report, a friendly letter, or classroom clean up, using the four-step process described on pages 8 to 14 in *Setting and Using Criteria*, 2nd Edition.

Debrief the process by asking:

- What is similar to something you already do?
- What is different?

3. Encourage participants to talk in small groups, then ask for comments to be made to the whole group.



4. Explain that there are different starting points and considerations for setting criteria. For example, setting criteria about something students have a lot of experience with and knowledge about is different than setting it with students who have not yet begun to learn about what is important or what counts. Also, as students gain experience with the process of setting criteria it becomes easier and more simple to do.
5. To explore different beginning points, invite the group to do a jigsaw activity using *Setting and Using Criteria*, 2nd Edition.
6. Form groups of five. Distribute sticky notes. Ask participants to read pages 13 to 20 in the text. Then, ask participants to choose one of the following sections of text to read, and use sticky notes to record margin comments.
- All Pages 13 to 20
1. Pages 20 to 23
 2. Pages 24 to 26
 3. Pages 26 to 27
 4. Pages 28 to 29
 5. Pages 30 to 32
7. After everyone has read, form “expert groups,” asking all the number 1s, 2s, 3s, 4s, and 5s, to get together. Each group is to discuss their reading, and take a few minutes to plan a way to introduce it to their small group.

...continued on page 2

Debriefing the Learning:

Ask participants to return to their original groups and explain each of the starting points they have read about.

As the speaker in each small group explains the starting point they read about, invite the others in the small group to make connections to:

- Something they already do that is similar
- Something new they might try
- One way they would like to involve students more

Taking Action:

Using a notebook or journal, invite participants to record one thing they've had confirmed, one thing they've been reminded of, and one thing they have learned.

Ask participants to choose one thing they are going to try in their classroom, and to tell someone their plan. Suggest that participants talk about their insights with a colleague as they leave.

Extending the Learning:

Extend the learning by asking participants to return at a later date to discuss what was tried, what worked, and what didn't. The group may report how they adapted the ideas to work with their students.

Continue to learn more about setting and using criteria by using one or more of the following:

1. Read Chapter 2 in *Knowing What Counts: Setting and Using Criteria*. Using an expert jigsaw strategy, try the 10 different ways to assess.
2. Read Chapter 3 in *Knowing What Counts: Setting and Using Criteria* and discuss the ideas with a colleague.
3. Interview a colleague about how he/she involves students in setting criteria.