

Co-Construction Approaches and Steps

Approach	Description	Process
Draft and Modify Criteria	Students and teachers work through a series of steps to develop the success criteria for a set of learning goals (often used for procedural skills)	<ol style="list-style-type: none">(1) Students are presented with a key learning intention, (2) Students brainstorm success criteria related to a specific outcome, (3) students review selected teacher developed criteria, (4) Students and teachers review exemplars to refine success

		<p>criteria, (5) students and teacher organize list into leveled success criteria, and (6) students and teachers evaluate samples of work to refine success criteria and create consistency of assessing work, and (7) students and teachers use finalized draft to assess, give feedback, and improve work.</p>
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<p>Deconstructing Assessments</p>	<p>Students review an assessment for a future unit of study and work with each other to identify the learning intentions and success criteria.</p>	<ol style="list-style-type: none"> 1. Students review an assessment 2. Students determine the level of complexity for each question 3. Students identify the success criteria for meeting the questions presented 4. Students generate a list of key questions related to the meeting the success criteria
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<p>Evaluating Examples</p>	<p>Students identify success criteria from one or more exemplars and then evaluate less than ideal examples. Students then use those success criteria and exemplars to refine their means for self and peer assessment.</p>	<ol style="list-style-type: none"> 1. Students are presented with an exemplar and asked to identify the learning intentions and success criteria 2. Students are then given a set of examples that illustrate levels of performance 3. Students are asked to rank the examples based on constructed success criteria 4. Students then work with the teacher to solidify the criteria through the
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		review of the exemplars
Error Analysis	Students identify errors in someone else's practice and designs a set of success criteria.	<ol style="list-style-type: none"> 1. The teacher demonstrates a specific goal making several errors along the way. 2. The students are tasked with identifying the errors and articulating to the teacher what needs to happen 3. The teacher writes down student constructed steps.

		<p>4. The students then use the steps created to perform the task and give and receive feedback with peers.</p>
<p>Silent Procedures</p>	<p>Students detect success criteria through a teacher's direct modeling of successful examples of performance.</p>	<ol style="list-style-type: none"> 1. The teacher asks students to identify the steps of a series of worked examples that the teacher will demonstrate. 2. The teacher demonstrates a procedure without talking. 3. The teacher then asks the students to share their

		<p>procedures with a nearby student.</p> <p>The students discuss the alignment of procedures.</p> <p>4. The teacher then asks students to share out their steps.</p> <p>5. The teacher then walks through another example</p> <p>6. The process repeats</p> <p>7. The students then attempt the same steps with their own problem</p> <p>8. Students review each other's work</p>
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		using the procedures and giving and receiving feedback.
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