



Module 3

Multiple Drafts & Critique

Critique Planner



Critique Planner Brief

1. Reflect: What are your goals or desired outcomes? If you have done critique in the past, what problems or difficulties arise?

2. Explore: Take note of critique structures that support your goals and/or address your difficulties.

3. Design: Make adjustments or adaptations to your selected structure to meet your time constraints and specific context. Don't be afraid to experiment!



Reflect on Goals & Difficulties

What are your goals or desired outcomes for introducing critique?

- Students learn from exemplar work
- Students receive encouragement and/or support from their peers
- Support students to create quality work and demonstrate standards
- Support students to develop their ability to give critique
- Develop a stronger culture of critique in my classroom
- Establish the purpose of critique
- Other:

If you have done critique in the past, what problems or difficulties arose?

- Multiple drafts do not improve the quality of student work
- Insufficient time to engage in quality critique practices
- Students struggle or neglect to implement improvements to their next drafts
- Students have insufficient understanding of the model
- Students neglect to provide specific feedback
- Students demonstrate nervousness to engage in critique practices
- Other: If you have done critique in the past, what problems or difficulties arose? What are your goals or desired outcomes for introducing critique?



Explore Critique Structures

Gallery Critique

A whole class critique session to focus on bright spots and develop criteria for success.

In-Depth Critique

A whole class critique session to discuss and compare two pieces of exemplary critique.

Quick Checks

A whole class visual check to assess the quality of critique received.

Focus Drafts

A method to structure revision and development of student work to standards.

Checklists

A method to support students focus on standards of quality work. Can be self- or peer-assessed.

Critical Friends

A peer critique structure to enable students to develop trust and relationships to support the culture of critique.

Carousel Critique

A whole class critique session to allow all students to receive some feedback on their work.

Departments

A management structure to help students play to their strengths, develop leadership, and support one another's work.

Active Listening Triads

A small group structure that supports students to develop their writing, reading, and listening skills.



Explore Critique Structures

Conferencing

A structure to support the development of student work through one-on-one conferences.

Fish Bowl

A strategy to introduce and model new structures of critique.

Visual Rubric

A support strategy to assist students to give specific feedback with visual cues and short comments.

Tuning Protocols

A structure to enable students to tune ideas or projects in a small group setting.

Written Conversations

A structure for students provide feedback to one another through rounds of written comments.

Google Doc Comments

Pairs or small groups of students provide written feedback to one another via the comment function on Google Docs.

Expert Mentors

Students work directly with an expert to facilitate the development of their work.

Focus Questions

A strategy to help students engage in critique structures by first thinking critically about their work and posing questions for review.

Question Prompts

A support strategy to assist students to select from a few questions provided to identify a focus question for critique.



Design New Structures

1. Culture: How can you support and/or develop the culture of critique in your classroom?

2. Time: How much time do you have for this critique session? How much time do your students require?

3. Scaffolds: What do your students struggle with? How can you support them to provide quality critique?

BRIGHT SPOTS CRITIQUE

A whole class critique session to focus on bright spots and develop criteria for success.

Time: 30 minutes

Group size: Whole class (20–30 students)

Bright Spots Critique Protocol

Step 1: Students display work (5 minutes)

Step 2: Silent gallery walk (5 minutes)

- Students walk around the classroom, silently observing all the displayed work. They may take notes if they wish. Instruct the students to identify one piece of work that strikes them and be ready to share their reasoning.
- Students can also stick post-its with their comments on pieces of work.

Step 3: What did you notice? (5 minutes)

- In this discussion, students can only comment on what they have noticed (eg. this portrait is centred on the left eye, this poem doesn't use any punctuation except commas, this solar oven uses mirrors as well as foil). They cannot offer any opinions or judgments.
- The purpose of this is to get people to notice specific aspects of the work, and to listen each other's ideas in a low-stakes environment.

Step 4: What do you think? (15 minutes)

- In this discussion, students point out what they found most compelling and interesting in the work they observed. Each time they choose a piece of work, they must say exactly what they found compelling about it – being as precise as possible (they may need help from the teacher and their peers in order to draw this out).
- The teacher also points out what they found particularly interesting in the work that they observed.
- The teacher writes down students' insights in order to identify and codify specific strategies that any of them could use to improve their work.

INSTRUCTIONAL CRITIQUE

A whole class critique session to discuss and compare two pieces of exemplary work.

Time: 35-40 minutes

Group size: Whole class (20-30 students)

Instructional critique protocol

Preparation: Selection of work for critique

- There are two important criteria for the work you are choosing: it should exemplify the kind of thing your students will be producing, and it should be work of quality (though it doesn't need to be the work of an 'expert' – for example, it's likely you'll want to hold a critique of the model of the product that you've produced yourself).

Step 1 (optional): Framing the critique (5 minutes)

- The teacher tells students what aspects of the work they should be focusing on, and displays them at the front for everyone to see.
- This step is especially useful with a group that has never done critique before, because it gives a clear focus to the critique.
- The downside of this step is that it imposes boundaries on the discussion, which may prevent other insights from emerging – so in some instances, it will be better to skip this step and have a more open-ended critique.

Step 2: Silent examination (10 minutes)

- Every student studies their own copy of the work, taking notes on what impresses them most about it, and what they think could be done to improve it.

Step 3: Discussion in small groups (10 minutes)

- In groups of 3-5, students discuss their observations about the work. As a group, they decide on six aspects of the work that they admire, and three recommendations for improving it.
- If you are framing the critique, remind students to make sure their list covers all the aspects of the work that you have told them to focus on.

Step 4: Whole-class discussion (15 minutes)

- The goals of this discussion are to identify the attributes of excellent student work for this particular assignment, and to show how these could be applied to the work under examination (thereby modelling the process of revising your work). Once those attributes are identified, they need to be named by the students so they so that they can be used.
- By the end of the discussion, the class will have a list of attributes of excellent work, as well as a set of strategies for revising their drafts so that they become excellent. If you used a set of lessons to 'frame' the critique, the list should cover them, though it may also include things that you hadn't thought of before.

QUICK CHECKS

A whole class visual check to assess and support the quality of critique received.

Time: 5 minutes

Group size: Whole class (20–30 students)

Quick Checks Assessment

Quick Checks can be used after a short critique session. Try partnering this assessment with Gallery Critiques or Written Conversations.

Step 1: Ask students to think critically about the feedback they received (1 minute)

- Remind the students that critique should be kind, helpful, and specific. Ask them to reflect on the feedback they received for how it measured up to these criteria.

Step 2: Students grade their feedback by a show of hands (1 minute)

- Ask students to give their feedback a grade, and to indicate with their hands the grade it received. For example, “Raise two hands if it was very helpful, you know exactly what you need to do now. One hand if it was a little bit helpful, but only so-so. And keep your hands on the table if it wasn’t helpful at all.”

Step 3: Highlight some bright spots (3 minutes)

- Ask one or two students with two hands up to share the critique they received and why they feel it was very helpful. You can also ask a student with just one hand up to share the feedback they received, and what they think might have made it more helpful. This technique gives you an “at-a-glance” perspective of how well students are critiquing one another’s work, and also provides models of great feedback for students to learn from.

FOCUS DRAFTS

A method to structure revision and development of student work to standards.

Focus Drafts Technique

Focus Drafts can be used with any assignment. Try partnering this method with the Instructional Critique Protocol, Conferencing, Small Group Workshops, or any of the critique structures. The principle behind Focus Drafts is that each draft of student work will focus on an essential standard. Each progressive draft will allow students to shift their focus and develop the quality of their work.

Step 1: Introduce the assignment and provide time for students to complete their first draft

- The focus for the first draft of work is always to “get it down” onto paper. For the first draft, you may encourage students not to worry too much about spelling, grammar, or conventions, but to do their best and complete the assignment in the time allotted.

Step 2: Identify a second focus area

- For the first revision, introduce the second area of focus. Depending on the nature of the assignment, this might be to edit for energy, accuracy, color, grammatical conventions, style, voice, or imagination.
- You may identify focus areas in advance, or you may review student work to notice trends in what students need to improve.

Step 3: Provide time for students to revise their work based on the new focus

- You may wish to lead an Instructional Critique with this step, identifying work that exemplifies the new focus.
- You can introduce focus drafts without providing opportunities for critique, but the time to examine work and discuss it as a class or with a peer helps to deepen student understanding of each criteria.

Step 4: Continue to repeat steps 2 and 3 until all students have created work of excellence.

- It will be helpful to have students do a “fine-tooth edit” focus for their final drafts of work, particularly if their work is being published.
- Students will be more motivated to complete multiple drafts of their work if you are creating the work for an authentic audience and displaying their work at a public exhibition.

CHECKLISTS

A tool to support students to focus on standards of quality work which can be self- or peer-assessed.

Class Time: 15-25 minutes in class

Group size: 1 or 2 students

Checklist Critique Tool

Step 1: Prepare a checklist with success criteria

- Your checklist can target specific success criteria, or create a larger checklist to be all-inclusive. You should consider both style and content as areas to assess.
- You can support student learning by examining exemplar work together and working as a class to generate success criteria.
- To support students of all learning styles, you could include visuals such a grid to help them assign levels to each criteria or boxes for students to leave short comments on the work.

Step 2: Provide the checklist to students and time to closely examine their drafts (10-15 minutes)

- You can use the checklists in different ways, sometimes allowing students to do a self-assessment, and other times allowing them to do a partner assessment.

Step 3: What did you notice? (5 minutes)

- Whether you asked students to work individually or with a partner, after they have reviewed the checklist, provide time for them to discuss their work with a peer. This will help them verbalise what came up from their assessment, and will also give them time to communicate things that go beyond the checklist.

Step 4: What are your next steps? (5 minutes)

- The students can work independently or with a partner to create a to-do list with revision tasks for their next draft of work. Encourage the students to be as specific as possible.

CHECKLIST

Critic: _____

Presenter: _____

Critique Tool *(to be filled out by critic):*

Presentation Component	Success Criteria	What Did You Notice?
<p>Visual Aid -Student uses a powerpoint, prezi, ted talk, poster, or whiteboard to help convey their message.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> visual aid contributes to the overall presentation <input type="checkbox"/> if it is a powerpoint or prezi it: <ul style="list-style-type: none"> ● has limited words ● uses clear font ● doesn't read from it during presentation ● uses colors that are easy to look at ● uses clear images 	
<p>Presentation Skills -Student effectively demonstrates presentation skills such as eye contact, voice inflection and volume, preparation, and professionalism.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> catches the audience's attention with a good hook in the introduction <input type="checkbox"/> makes eye contact <input type="checkbox"/> speaks clearly <input type="checkbox"/> speaks slowly <input type="checkbox"/> is dressed professionally <input type="checkbox"/> uses inflection in his/her voice <input type="checkbox"/> does not read word-for-word from cards <input type="checkbox"/> uses good transitions 	

Next Steps *(to be filled out by presenter):*

CRITICAL FRIENDS

A peer critique structure to enable students to develop trust and relationships to support the culture of critique.

Critical Friends (CFs) is a structure to allow students to work closely with a peer during the entire drafting process. Critical Friends work best when structures allow the students to develop a real friendship and trust for one another's feedback on their work. They will read every draft and provide feedback at each stage of the work's development. They will be the first person that students can go to when they need support, encouragement, or advice about what to do next.

Time: 25 minutes to introduce, and then varies

Group size: Whole class (20–30 students)

Critical Friends Structure

Step 1: Choosing assignments (10 minutes)

- Ask students to write down three people with whom they would most like to work, one person with whom they feel they could absolutely not work, and whether or not they prefer to work with a specific gender. You can allow students to provide reasoning for their selections, although it is not necessary.
- Instruct students that you will do your best to honour their preferences, although it may not be possible in every assignment.
- From there, you can make assignments for critical friends, honouring their preferences about who they would like to work with, as well as who they feel they cannot work with for whatever reason. This step is important because it provides a foundation for trust and friendship to develop between the students, and gives them a degree of choice in the decision.

Step 2: Critical Friend introductions (15 minutes)

- When you announce the assignments, remind the students that the purpose of critical friends is for them to have someone to get to know them and their goals for their work, and who will be the first person to give advice and support.
- The first time students meet together, they should generate ideas for conversation starters. Make sure they include “How are you” as one topic, as it allows students an opportunity to talk about the positive psychology needed when doing real work, and how sometimes our mental status is relevant to the work that we are trying to do. Other good starters are what are your strengths, what are your concerns for your work, how can I help you?

Step 3: Critical Friend check-ins (varies)

- Check-ins with CFs can happen as often as it makes sense in the project. The CF can be a person that is the first to review their work. They can check in at the start, middle, or end of each day. The check-ins can be casual, or more structured. It is up to you. It is helpful to make a point to have CFs meet in a structured way at least once in each project day, otherwise the students may forget that they have a CF.

- You can partner this strategy with other critique structures, such as Checklists, Guiding Questions, and Small Group Workshops.

GALLERY WALK CRITIQUE

A whole class critique session to allow all students to receive some feedback on their work.

Time: 30 minutes

Group size: Whole class (20–30 students)

Gallery Walk Protocol

The Gallery Walk Protocol can be used when you want to provide space for all students to display their work and receive some feedback on it. Try partnering this with Guiding Questions, Guiding Question Prompts, and Quick Checks.

Step 1: Students display work (5 minutes)

Step 2: Silent gallery walk (10-15 minutes)

- Students walk around the classroom, silently observing all the displayed work.
- Students write notes on the drafts, or affix post-its with general impressions and suggestions for improvements.

Step 3: What did you notice? (5 minutes)

- After the gallery walk, students return to their seats. You can provide time for them to read their comments, and discuss their ideas about the feedback with a partner.
- The students can then create a short list of revision tasks to implement in their next draft. Encourage the students to be as specific as possible with their goals and changes that they want to make.

Gallery "TAG" Critique

be kind - be specific - be helpful

Feedback for: _____ Feedback from: _____

Tell something that you like:

Ask a question:

Give a suggestion:

Gallery "TAG" Critique

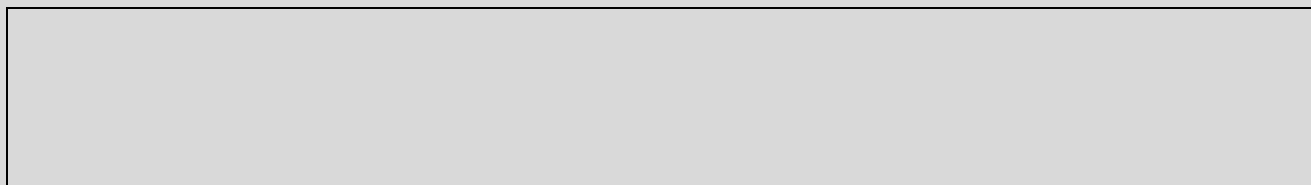
be kind - be specific - be helpful

Feedback for: _____ Feedback from: _____

Tell something that you like:

Ask a question:

Give a suggestion:



Source: "TAG" Critique adapted from a tool by Chris Edwards at St. Giles Academy in Lincoln.

DEPARTMENTS & ROLES

A management structure to help students play to their strengths, develop leadership, and support one another's work.

Time: Varies

Group size: 3-6 students

Departments & Roles Structure

Step 1: Student identify strengths and select preferred roles

- Present the students with a variety of roles that model the professional world. Each role should be clearly defined and include practical description.
- Depending on the nature of the project and the readiness of your students, you may wish students to take a strengths assessment or apply for the job with a resume or cover letter.

Step 2: Assign roles and/or create departments

- Review the students' preferences and assign roles based on their strengths.
- You can create groups that include one person from each role, or create departments by clustering students with the same role together. Smaller departments work best to ensure that each student has space to contribute.

Step 3: Utilise roles during project work time (5 minutes)

- Create a workflow so that the students exercise their roles within their groups or departments. This may mean allowing students to support one another through their roles during work time, or creating routines where students can submit their work to a department for review.

Source: Classroom observation of E. Clements at Oasis Academy Brislington. 2014.

ACTIVE LISTENING TRIADS

A small group structure that supports students to develop their writing, reading, and listening skills.

This is a “light” critique structure in that it helps provide students with an audience for in-class writing, as well as gives them an ear for what writing “sounds right” through reading their writing aloud. It helps them gain new perspectives on their work and develop a sense of voice. This structure focuses on bright spots in the writing, rather than what needs corrected, and can be useful to develop a safe and open critique culture in your classroom.

Time: 20-22 minutes

Group size: 3 students

Active Listening Protocol

Step 1: Introduce the purpose of the activity (3-4 minutes)

- Explain that Active Listening is a technique to honor someone’s writing by giving them full attention and identifying lines that strike you from their work.
- Assign students to work in groups of three. You can allow them to choose, or group them randomly, depending on your classroom culture and expectations for your students.

Step 2: Students cluster eye-to-eye, knee-to-knee (2-3 minutes)

- Students move to sit in groups with their writing, a piece of paper and writing utensil to take notes. The groups should spread out as much as possible, and sit close together so they can hear one another’s reading.

Step 3: Students take turns presenting and listening (15 minutes)

- The first student reads their writing aloud, while the audience takes notes on lines and phrases that strike them for whatever reason.
- Afterwards, the audience takes turns sharing back the lines that struck them.
- The audience can also pose questions or wonderings that were evoked by the writing, or speculates about the meaning of the author’s work.
- This process continues until all authors have shared their writing.

ACTIVE LISTENING NOTES

Take notes when you are listening to your group's pieces

Author 1 _____ Something s/he likes...	Author 2 _____ Something s/he likes...
Something s/he wonders...	Something s/he wonders...
Notes:	Notes:

ACTIVE LISTENING NOTES for the AUTHOR

Take notes when your group is sharing their thoughts about your piece

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CONFERENCING

A structure to support the development of student work through one-on-one conferences.

Time: 5-8 minutes per student

Group size: 1 student

Conferencing Protocol

Step 1: Student presents work (2 minutes)

- Meet with the student and invite them to share their work with you. This may be done through a casual conversation, or with a more formal structure. If it is a presentation, you may ask that they present their work orally.

Step 2: Teacher shares warm and cool feedback (2-3 minutes)

- Start the conference by celebrating the work that the student has shared, and identify the aspects of the work that excel. Be as specific as possible, so that the student has a clear understanding of the bright spots of their work.
- Share where you would like to see students extend their thinking or tell more. You may also question aspects of the work that you did not understand, or where you felt the need for more elaboration. Invite a dialogue with the student about their work.
- Finally, share cool feedback and areas for improvement.

Step 3: Student clarifies suggestions and forms goals (1-2 minutes)

- Continue to dialogue with the student about your suggestions. Make sure that you or the student are taking notes, so that the suggestions can be catalogued and implemented into the next revision.
- You may invite the student to make corrections and revisions immediately after the conference while the ideas are fresh in their mind.

FISHBOWLS

A strategy to introduce and model new structures of critique.

Time: 20 minutes

Group size: Whole class (20–30 students)

Fishbowl Strategy

This is a structured and public dialog that is useful for introducing new structures of critique, and also for analysing helpful and unhelpful behaviors in critique conversations. Try partnering this strategy with the Tuning Protocol, Small Group Workshops, or other multi-step critique structures.

Step 1: Select volunteers to model the new structure (2 minutes)

- Request student volunteers to participate in modeling the new structure. Inform the volunteers that you will guide them through the process every step of the way, and that the class will analyse their participation afterwards.

Step 2: Introduce the new structure (3 minutes)

- Discuss the steps of the new critique structure. It will be helpful to have this information written on the board or provided in a printed handout for students to reference.
- Remind the class that they not only act as an audience to observe the new structure in action, but they should also think critically about what helpful and unhelpful behaviors they observe in the fishbowl.

Step 3: Guide the students through the structure (8-10 minutes)

- Facilitate the new structure introducing each step. It is not important to use the full time for each step, but just give the class an experience of the flow of the activity. Each student in the fishbowl should have an opportunity to contribute warm and cool feedback for the presenter.

Step 4: What do you think? (5 minutes)

- Invite the audience to share out specific behaviors that they noticed that were helpful for

the conversation. Write these on the board.

- Then invite them to consider what unhelpful behaviors they noticed. Write these on the board, as well.
- Thank the volunteers for participating in the fishbowl, and now all students should be able to participate in the new structure with a clear knowledge of best practices.

SMALL GROUP WORKSHOPS

Students are in groups of three with specific guiding questions about the product in hand. Each student spends about 10–15 minutes on presenting and receiving feedback/critique.

Time: 40–55 minutes

Group size: 3 students

Small Group Workshops

Step 1 (Optional): Students prepare their work to present (5 minutes)

- Students should compose one or two questions about their work that they would like to receive feedback on during the critique. Alternatively, you can provide students with guiding questions to help focus their critique in a more specific way.

Step 2: Students workshop in small groups (10–15 minutes each)

- Students take turns presenting their product to the two other students and then discussing the questions as a way to improve product quality.

Step 3: What are your next steps? (5 minutes)

- The students can work independently or with their small group to complete a to-do list with revision tasks for their next draft of work.

TUNING PROTOCOL

A structure to enable students to tune ideas or projects in a small group setting.

Time: 65-80 minutes

Group size: 4-5 students

Tuning Protocol

The Tuning Protocol helps students to have a safe, structured critique session by diving deep into each student's work. By having a prolonged discussion about the work, it encourages students to honor one another's ideas, as well as give time to discuss refinements in a small group.

Step 1: Introduce the norms (3-5 minutes)

- Remind students to be "Hard on the content, soft on the people" which means to respect the presenter, but also not to hold back on giving great feedback on the work. Secondly, to "Share the air (or step up, step back)" and try to make sure that everyone has a chance to contribute ideas. Finally, to "Be kind, helpful and specific."
- Make sure each group has a handout of the Tuning Protocol, or that it is clearly written on the board.

Step 2: Students work in small groups to tune their work (15 minutes)

- **Present (3 minutes)** Presenter gives an overview of the work and explains what goals he/she had in mind when designing the project. Group members can look at the work (sketches, reference photos, drafts) if the presenter would like to share. The presenter then poses a question for the group to address during the discussion.

- **Questions** – (3 min) The group should then ask questions of the presenter. Questions can either clarify the work itself and the process OR questions can probe the presenter to think about their work in a new way.
- **Discussion** - (5 min) The presenter reframes the question if necessary and physically removed herself from the group (but is close enough to hear the discussion). The group discusses the work and attempts to provide feedback on the presenter's question. Begin with warm feedback, such as "What do you like about the work?" and then move on to cool feedback. Cool feedback includes a more critical analysis of the work, as well as providing suggestions for the presenter's question.
- **Response** – (2 min) The presenter may share what struck her and what next steps might be taken as a result of the ideas generated by the discussion.

Step 3: Repeat the protocol until all students have presented their work (45-60 minutes)

Project Tuning Student Sheet

Directions: As you listen to the presenter, take notes on the following:

1) What are the basic details of the project?

2) Is there anything about the presentation that isn't clear?

3) What good ideas do you hear?

4) What ideas do you question?

5) What advice/feedback do you have for the presenter?

WRITTEN CONVERSATIONS

Students provide feedback to one another through rounds of written comments.

Time: 25-35 minutes

Group size: 4-6 students

Written Conversations Protocol

Step 1: Students prepare their work to present (5 minutes)

- Instruct students to identify a section of their work to present for critique. The work should be selected such that it can be closely examined or read in 1-2 minutes.
- Students should compose one or two questions about their work that they would like to receive feedback on during the critique.

Step 2: Rounds of critique (4-5 minutes each)

- Students pass their work to the left to receive written feedback.
- Instruct students to review the section of work and leave kind, specific, and helpful feedback. Time permitting, they can read the comments left in previous rounds to agree or add-on to the suggestions of others in the group.
- Go through 2-3 rounds of critique. It is not essential that everyone comments on each piece of work in the group.

Step 3: What are your next steps? (5 minutes)

- The students can work independently or with a partner to create a to-do list with revision tasks for their next draft of work. Encourage the students to be as specific as possible when creating their lists.

WRITTEN CONVERSATION

1. Identify a section of your work to be critiqued and write below.

2. List one or two questions or challenges you have about your work.

Review the work and the creator's questions, and provide feedback on their work so far.

Round #1

Round #2

GOOGLE DOC COMMENTS

Pairs or small groups of students provide written feedback to one another via the comment function on Google Docs.

Time: 25-30 minutes

Group size: Whole class (20–30 students)

Google Doc Comments Critique

This strategy for critique is similar to Small Group Workshops, but entirely digital and silent. This type of activity may be difficult for your more talkative students, but may be helpful for students who benefit from quiet environments to concentrate. Try partnering this strategy with Guiding Questions or Checklists.

Step 1: Students share work with their partner(s) via Google Docs (5 minutes)

- Students unfamiliar with Google Docs may require additional assistance to toggle the share settings on their document. Encourage students to ask one another for help and monitor that all students have successfully shared their documents with their partners.
- You may also request students to share their document with you so that you can monitor their critique and leave additional comments as desired.

Step 2: Silent critique (15-20 minutes)

- Students leave comments on different sections of their partners' work. Encourage students to balance their feedback by being positive (What do you like about their work?), suggestive (What should they do differently?), and inquisitive (What is unclear? What do you want to know more about?).

Step 3 (optional): Group discussion (5 minutes)

- You may conclude a silent digital critique with a short opportunity for students to ask questions aloud to clarify any confusing feedback, or to get additional support for next steps. Depending on the readiness of your students, this step may be critical for students to get the most out of the critique session.

Critique Sentence Starters

Directions

As you look at your peer's work, consider using some of these sentence starters whilst leaving your feedback.

Warm Feedback	Cool Feedback
<ul style="list-style-type: none"> ● I immediately understand _____. ● You do a good job of _____. ● You did _____ really well, because _____. ● I like how used _____ in order to _____. ● What really stood out was _____. 	<ul style="list-style-type: none"> ● I would like to see more of _____. ● I did not understand why _____. ● I would like to learn more about _____. ● Can you explain why _____. ● It is difficult for me to understand _____ because _____.

- I like the way you wrote _____.

- This point is unclear. You could improve it by _____.

EXPERT MENTORS

Students work with an expert to facilitate the development of their work.

Time: Varies

Group size: 4-5 students

Expert Mentors

Step 1: Solicit support from experts

- This critique strategy requires some advance preparation. Identify experts in the field who would be willing to dedicate 30-45 minutes of time to virtually critiquing student work for the duration of their project.
- Consider contacting professionals, retired professionals, or young people who study this field. Anyone with more experience than your students can be considered an expert, even if they are still in school.

Step 2: Students introduce themselves to their mentors (10 minutes)

- Instruct students to compose a short, professional email to their mentors to introduce themselves and to thank them for supporting their work.
- If students are working in groups, then an expert can be utilised to support that group of students. Otherwise, you may ask the expert how many students they would like to work with.

Step 3: Expert critique sessions (20 minutes)

- Students should scan or attach their work in an email to their expert, along with questions for their mentor to answer.
- Invite the experts to critique student work after they have gotten feedback from their peers and their teacher. Plan to invite expert critique two or three times at key stages in the development of the work, and anticipate that experts may require several days to respond to the work.

GUIDING QUESTIONS

A strategy to help students engage in critique structures by first thinking critically about their work and posing questions for review.

Time: 5-10 minutes

Group size: 1-2 students

Guiding Questions Strategy

This strategy works well in conjunction with other critique structures, such as Written Conversations, Tuning Protocols, Small Group Workshops, or Gallery Walks.

Step 1: Students identify a piece of work to receive critique (2-3 minutes)

- Instruct students to identify a section of their work to present for critique. The work should be selected such that it can be closely examined or read in 1-2 minutes.

Step 2: Students prepare a question to guide (3-7 minutes)

- Students should compose one or two questions about their work that they would like to receive feedback on during the critique.
- You might solicit some ideas from the group before students work to craft their question and/or allow the students to generate their questions in partners.

Guiding Question Critique Prep

Identify a section of your work to submit for critique:

Something I like about this section is...

Something I am wondering about this section is....

GUIDING QUESTION PROMPTS

A support strategy to assist students to select from a few questions provided to identify a guiding question for critique.

Preparation time: 30 minutes

Time: 10 minutes

Group size: Varies

Guiding Question Prompts Strategy

This strategy is a scaffold for students that struggle with meta-level thinking. It provides support by identifying guiding questions in advance, and asking students to think critically about the questions and their work. Try partnering this strategy with the Gallery Walk, Written Conversations, or Small Group Workshops.

Step 1: Review student work to generate guiding questions (20 minutes)

- Critically review student work to identify areas where students have common struggles.
- Generate 3-4 guiding questions based on areas that they need to refine their drafts.

Step 2: Prepare guiding question prompts for students (10 minutes)

- Type the questions with plenty of space between each question and print out on a half-sheet of paper. Print enough copies for each student or group of students.

Step 3: Students identify a question to pose about their work (5 minutes)

- Provide the guiding question prompts for students to review alongside their draft. Direct students to review their work, and circle the question that they would like to use for their critique session.
- If you include multiple sections of student work, they may match a second guiding question to their work for review.
- Monitor the students as they identify their guiding questions to ensure that they understand the activity and are thinking critically about the questions they select.

Step 4: Students write their guiding question on their draft (5 minutes)

- Instruct students to write the guiding question that they selected on the draft of their work.

Source: Classroom observation of Jess Hughes at School 21. 2015.

