

Protocol for Collaborative Analysis of Student Work

Facilitator manages the *conversation* & actions

Ask before actual analysis & discussion:

What is the current unit/topic? Have we got the right scale + look-fors with us, along with the evidence?

Prep the team:

- Let's re-examine the content scale, remembering that the established look-fors are what we're seeking.*
- First, we'll analyze individually. We are analyzing one piece of student work or evidence at a time. Here's how we do it: Take a sticky note & place your name on it. Then examine the evidence and record the student's level of learning you believe it deserves and your teacher rationale. Remember to cite specific evidence of your reasoning.*

(Each person analyzes the student work and enters a level of learning [according to the scale] onto the sticky.)

Individual analysis over one student's piece of evidence is done

(if necessary, now break into groups of 3---5 people):

- As we begin to discuss here, please remember to base your comments in observations, not in personal opinion. We base our judgments in evidence.*
- Post the sticky notes publicly at the same time (on a matrix, or the white board, or on the table in front of team members).*
- Sticky note process (organize the sticky notes into groups):*
 - Discuss the scores. Let's look at the data: look for trends in analysis, in comments, in pieces of evidence – also in outliers and in points of contention.*
 - Where might student thinking have gotten off track? Why?*
 - What points of contention are likely to be student issues compared to assessment issues?*
 - Based on the evidence, what level on the scale are we confident giving? Why?*
- Reflect: What makes the level we're declaring defensible and credible?*

PLC Reflection

- What specific, descriptive feedback would we now give to this student(s) in order to help him/her reach mastery—so that s/he's met the learning target/standard? How should instruction be adjusted?*
- What did we learn today? What learning took place during this scoring and discussion process?*