

Looking at Student Work

Phase 1 Guidelines

Phase 1 Guidelines structure conversations among teachers to select and plan for a common assessment task. The goal is to examine what a task offers teachers in terms of understanding student thinking and to foster common understanding about the development of student strategies.

Each teacher brings one task to propose to the group. Tasks should have high-cognitive demand with multiple pathways to a solution.

1. Getting Started (5 min.)

- Choose a facilitator to guide the group through the process and keep track of time.
- Make sure everyone has a chance to review all proposed tasks.
 - *What kind of thinking does the task require? What big idea(s) are addressed? Will all of your students be able to engage in the task?*

2. Selecting a Common Task (5 min.)

- Facilitator asks each teacher to comment on the proposed tasks. Keep the focus on what the task will reveal about student understanding. Everyone has an opportunity to talk.
 - *What are we hoping to learn about our students? Which task is best suited to our formative assessment goal?*
- Come to a consensus about which task to implement.

3. Anticipating Student Responses (5 min.)

- All teachers use sticky notes to brainstorm possible student solution strategies (one strategy per sticky note). This is quiet, individual think-time.

4. Sorting and Sequencing Student Responses (10 min.)

- Moving from “Less Sophisticated” to “More Sophisticated,” work together to create a developmental sequence of student strategies, grouping ones that are similar.
- Consult a learning trajectory such as the *Landscape of Learning* (© Catherine Twomey Fosnot. Heinemann, Portsmouth, NH) for language to label strategies and to connect them to big ideas.

5. Planning (10 min.)

- Decide when to implement the task based on your formative assessment goal (i.e., where within the unit of study?)
- Plan how to introduce the task. Discuss what scaffolding to offer.
 - *What access considerations are there? What math materials will be available? How can we offer support without lowering the cognitive demand of the task?*
- Make an agreement about how to collect evidence of student thinking. Everyone will select the work of 3 students to share at the next meeting.

Total Time: 35 minutes