

PROTOCOL STEPS

(Takes 60 minutes
total to complete)

4 Steps for Looking at Student Work

DIRECTIONS

STEP 01

Decide
what evidence
to collect

- Your team should answer the following *evidence* questions *before* you give the student assessment.
 1. Identify the standard(s) you want students to learn during the unit and describe the evidence of student success your team will collect and analyze (e.g., quizzes, tests, projects, rubric scales, point scales, etc.) toward learning each standard.
 2. Agree on the mathematics assessment tasks or problems your team will analyze.
 3. Decide the nature of the solutions and work to be shown for students to be considered *proficient* or *not proficient* within each standard.

STEP 02

Collect the
evidence

- Within 24 hours of giving the students the assessment, each team member should bring his or her individual student data assessment results (marked as *proficient* or *not proficient* for each standard) to the team meeting and be prepared for a discussion about student strengths and areas for improvement.
- Remember: Before scoring your assessments, your team should come to agreement on *the scoring* of each essential learning standard's set of mathematics tasks. Your team should also target student performance expectations to be considered *proficient* (or not) on each standard.

STEP 03

Analyze the
evidence

- Each team member sorts the scored student work as *proficient* or *not proficient*. Once sorting is complete, list the names of each student proficient or not proficient, and calculate the percentage of students proficient for that standard. Circle two or three student names from each sort, analyzing and summarizing their performance.
- List your observations regarding student strengths as well as questions to address and facilitate future student understanding.
- Then, share your results across the team, seeking common patterns of student understanding and proficiency as well as common errors and misconceptions in student thinking.

STEP 04

Respond to
the evidence

- List two to three action steps needed by your teacher team based on the evidence of learning (or the common errors that arose).
- Identify standards in need of additional support and areas for enrichment. List different instructional strategies to utilize with the students for re-engagement or enrichment.
- Are there specific misconceptions you can address for students lacking proficiency in each standard?
- Which instructional strategies are working? Which are not working?
- Are there re-engagement or enrichment strategies your team can collectively use?