**Class 4: Protocol for Learning from Student Work – In Person**

**PURPOSE:** *This protocol provides a structured process and a set of analytic questions to guide a collaborative discussion centered around student work. It is best used for synchronized interactions among educators – through a face to face meeting or an electronic means of holding a meeting, for example, a conference call, a Google hangout, a group Skype, Webinar, or other social media tool that allows for interaction.*

**PREPARATION OF STUDENT WORK:** *Prior to the group’s discussion, the presenting teacher should have pre-selected three work samples that represent a low, typical and high performance based on targeted performance outcomes. Presenting teacher should remember to prepare these samples in advance by removing any identifying information about students prior to sharing and relabeling them “Student A”, “Student B”, and “Student C”. These samples, along with the performance assessment itself, should be shared electronically with your group members in the team space. Give group members sufficient time to review the performance assessment and analyze all three samples PRIOR to the discussion. Decide when and where the group will meet in person to discuss the samples, and determine how you will capture the group’s responses to the questions in the group assignment for this session (see page 2 for Group assignment and options for format of your responses).*

**TIMELINE**

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| --- | --- | --- |
| **Possible**  **Due Date** | **Person Responsible** | **Activity** |
| **April 28** | Team Leader | 1. Choose Task for group analysis – a) one of your group members’ task OR b) task and student work provided by the course (found in Session 4 resources) 2. Decide with your group when and where you will meet to discuss the samples 3. Determine how to capture group’s responses to questions for group assignment |
| **April 30** | Presenting Teacher/Team Leader | 1. Prepare student work samples (select, de-identify, rename) 2. Share student samples and task in team space |
| **May 2** | All Team Members | Individual Preparation (STEPS 1-3): Review task, three samples, complete Student Work Analysis Worksheet |
| **May 3-6** | All Team Members | Group Discussion (STEPS 4-6): Discuss questions, being sure to capture group responses for Group Assignment |
| **May 8** | All Team Members | Submit Group Assignment |

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1. **INDIVIDUAL PREPARATION (Prior to group’s in-person meeting)**

**STEP 1 - Examine the performance assessment. The information presented should include:**

* What the performance assessment prompts students to do and produce
* What performance outcomes it is meant to assess
* How the students’ work was scored [what scoring tool, what scoring criteria]
* Context: grade level, subject area/course, characteristics of target students, how long it took to complete

**STEP 2 - Individually review the selected student work samples from the performance assessment**

**STEP 3 - Using the Student Work Analysis Worksheet (see p.3), individually make observations about EACH student work sample from the performance assessment**

1. **GROUP INTERACTION**

Referring to **STEP 1** above: Give group members the opportunity to raise clarifying questions to better understand the performance assessment and how it was implemented. NO EVALUATIVE COMMENTS PLEASE! (10 min)

**STEP 4 - The group shares out:** (15 min)

1. What patterns did you observe in terms of students’ strengths?
2. What patterns did you observe in terms of students’ areas for growth?
3. **What targeted performance outcomes were not observable in the students’ work?\***

\*Your group’s responses to the third question will be one of the questions in the assignment for this class session, so please make sure that someone in your group is documenting your group’s responses to that question.

**STEP 5 - The group discusses:** (15 min)

1. What feedback might be provided to students to help them improve their learning related to the desired performance outcomes?
2. **What aspects of the design of the performance assessment or the scoring criteria may need revision in order to better elicit the desired performance outcomes?\***
3. What instructional strategies might support students in their ability to demonstrate the desired performance outcomes?

\*Your group’s responses to the second question will be one of the questions in the assignment for this class session, so please make sure that someone in your group is documenting your group’s responses to that question.

**STEP 6 - Presenting Teacher Reflects On and Responds to Suggestions** (5-8 min)

1. What changes, if any, do you plan to make to the design of the performance assessment or the scoring criteria?
2. What are instructional “next steps” for your students with regard to the targeted performance outcomes?

**Group Assignment:**

Please submit your group’s responses to the three questions below for **one** of the performance assessments that were reviewed by your group. Choose the format for your group responses; it could be a Word or text file, a video or audio file, or another format of your choice.

1. What targeted performance outcomes were not observable in the students’ work?

2. What aspects of the design of the performance assessment or the scoring criteria may need revision in order to better elicit the desired performance outcomes?

3. How did you benefit from analyzing student work together?

Student Work Analysis Worksheet

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What targeted performance outcomes does the student demonstrate? What are the student's strengths?** | **What areas for growth do you observe in the student’s work?** | **What performance outcomes are not observable in the student’s work?** |
| **STUDENT A** |  |  |  |
| **STUDENT B** |  |  |  |
| **STUDENT C** |  |  |  |