

LOOKING AT STUDENT WORK

You will need to assign someone to each of the following roles:

Focuser - ensures that the conversation stays focused on student understanding (rather than task, structures, teacher actions, etc.)

Evidence Monitor - ensures that participants are providing evidence from the student work to support the claims that are being made

Facilitator - keeps time and helps the group move through the protocol

Total Time = 30 minutes (+15 minutes reflection)

1. Introduction (3 minutes)

Presenting teacher sets the context for the student work that will be presented by answering:

- a. What was the change idea you were trying?
- b. What task were the students were working on?
- c. What did you intend that students might learn or understand as a result of your change idea?

2. Clarifying Questions (2 minutes)

Participants ask clarifying questions about the data and class. Clarifying questions have brief, factual answers. It is important to only ask clarifying questions; the purpose is to understand the context and what participants will be looking at.

3. Data/Work Presentation (5 minutes)

Participants look at the the student data/work that was introduced.

4. Data Analysis Round 1 – NOTICING (3 minutes)

Participants talk about what they notice by pointing directly to evidence in the student work. *Keep your focus on student work, rather than aspects of the task, structures, teacher actions, etc.* It is important to talk only about what participants notice, not to analyze or make inferences.

5. Data Analysis Round 2 – ANALYZING and INFERRING (7 minutes)

Participants discuss:

- a. What does this student work reveal about student learning towards your intended goal?
- b. What other student thinking, reasoning, and/or understanding stands out to you?
- c. What evidence do I have from the student work to support those claims?

6. Using Student Work to Drive Instructional Decision-Making (10 minutes)

Participants discuss:

- a. What are some potential instructional next steps based on the students' current thinking?

7. DSAP Reflection - all parties reflect individually using the digital DSAP form (10 minutes)

8. Debrief - (5 minutes)

- What parts of this process worked well?
- What changes would you like to make as a group to improve the quality of the conversation next time?

9. Next Steps (with your critical friend)

- What change idea will you try next? What data will you collect? How can your CF support you?