



## Protocol for Looking at Student Work

### Specific student learning challenge:

Carefully review the selected student work samples, following the steps below for each sample:

Step 1: Introduce assignment. Participants listen and record thinking about the content of the assignment and how it was introduced to students. Participants should think about how they might go about completing the assignment. (2 minutes)

Step 2: Discuss student learning goal. Discuss what level of performance you would expect to see on this assignment if students had the required skills and knowledge. (2 minutes)

Step 3: Discuss student understandings as you look the sample in response to the assignment. Move around the table and share what content the student knows or understands. Teachers can state the content and name the evidence in the sample. Participants should personally record suggestions. (3 minutes)

Step 4: Discuss student misconceptions as you the sample in response to the assignment. Move around the table and share what content is missing or what misconceptions can be seen. Teachers can state the content and name the evidence in the sample. Participants should record suggestions. (3 minutes)

Step 5: Discuss feedback as you look the sample. Discuss what type of feedback would be most helpful for this particular student so that he/she can reach the achievement goal. Participants should personally record suggestions. (2 minutes)

After reviewing all samples:

Summarize any important differences across classrooms in knowledge and skills. (1 minute)

Discuss instructional gaps: What specific knowledge and/or skills must be taught so that students at various levels can reach the student achievement goal? (2 minutes)

Reflect on implications for using the instructional solution. Discuss how teachers might tailor or strengthen implementation of the instructional solution to address issues raised in the examination of student work. Participants should personally record suggestions, and any agreements made by the teacher team should be reflected in the updated agreements form below. (2 minutes)



Sample #	Evidence of understandings/skills	Evidence of misconceptions/gaps	Feedback to give to student
1.			
2.			
3.			
Any important differences across classrooms?			
Reflect on instructional gaps and what must be taught:			
Reflect on implications for using the instructional solution:			