

Total time: 60 minutes

Purpose:

- Analyze student work samples individually or collaboratively to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in skills and knowledge.
- Create a plan to take targeted action to support students' development of skills and knowledge in future instruction.

Attendees			Date:
Roles	Facilitator: Asking guiding questions/keeping the team on track.	Timer/Note Taker: Keeping time for all steps of the protocol and letting the team know when it's time to move on.	Presenter: Teacher sharing the student work.
Norms			
SMART Goals			

*If you are short on time, prioritize the essential questions that are in **BOLD**.*

Five Minute Reflection: What's working? What are the instructional challenges?		
What task are you analyzing?		
What standard(s) is the task based on?		
What text is the task based on?		
Question 1 (15 minutes)	Step 1: Understand the task, related text, and standards.	Notes:

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1. What do we expect students to learn?	<ul style="list-style-type: none"> What are students being asked to do and understand in this task? What is important to note about the standard(s) in your grade-level? What will be challenging about this task and text for students? Where will they likely struggle? 	<p>(Do) Skills Focus:</p> <ul style="list-style-type: none"> Link to ELA standards <p>(Understand) Text/Knowledge Focus:</p> <ul style="list-style-type: none">
Question 2 (10 minutes)	Step 2: Norm on the criteria for success for the task.	Notes
2. How do we know they are learning it?	<p>What are the success criteria? Establish a shared understanding of the criteria for:</p> <ul style="list-style-type: none"> Meeting expectations Approaching meeting expectations Not yet meeting expectations 	
	Step 3: Analyze and sort student work.	Notes
	<p>As you sort, think about:</p> <ul style="list-style-type: none"> What CAN students do? What can students not do YET? What trends do you notice in student work among each group? 	

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	Step 4: Discussion and analysis.	Notes
	<ul style="list-style-type: none"> What are students' strengths, areas for growth, and trends in understanding? What are the most frequent and fundamental problems students appear to be having? What happened during the lesson that may have led to the bright spots or areas for growth? 	
Question 3 (15 minutes)	Step 5: Determine action steps for whole group and sub-groups in the short term (next 1-2 lessons) and long term (later in the unit or in future units).	Notes
3. How do we respond when they do not learn?	<ul style="list-style-type: none"> Based on the analysis above, what whole-class or sub-group instructional adjustments will you make? Where do you see opportunities to address misconceptions in an upcoming lesson or within the unit? 	
Question 4: (15 minutes)	Step 6: Extend student learning	Notes
4. How do we respond when they have already learned?	<ul style="list-style-type: none"> What activity can provide students with the opportunity to extend their learning? 	
Looking ahead: What is the next task you will analyze?		
Looking ahead: What text is that task based on?		

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Looking ahead: Who will be the next presenter?
Teacher sharing the student work.

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