Looking at Student Work: Collaborative Analysis Protocol

Preparation

- Compare prepared with representative samples of strong, medium, and weak student work (in relation to the identified learning targets).

Focus

- Focus on issues of teaching and learning related to the student work presented.

Participation

- Seek to understand before being understood
- Support ideas, not members
- Build on others' ideas
- Engage in open and honest communication
- Withhold judgment
- Criticize ideas, not members
- Solution Oriented

Teacher Team Meeting Agenda

Department: Math
Date of Meeting: November 13, 2023
Meeting Location: Room 106

Possible Activities which are appropriate for Inquiry Teacher Team Meeting Time: (Check One)

Team Building experiences & share successes
Review & analyze samples of student work
Use data to determine agreed-upon next steps
Norm and analyze common assessments
Conduct collective inquiry & do curriculum work
Share instructional strategies that are researched based
Discuss professional research based articles
Do collaborative planning of units & lessons
Use protocols to examine and analyze student work

Attendance

First, Last name, Role	Signature
, Facilitator	
, Timer	
, Ms. Smith	

Setting Context

(5 minutes)

THE WEEKLY PRESENTER IS RESPONSIBLE FOR

A COPY OF LESSON PLAN CAN BE USED AS GUIDE

Step 1: Share the Standard. Recall the reasoning behind giving this assessment/ student work. What was the big idea? What were the learning targets? What misconceptions were you trying to clarify? How did you present the assessment to your class?

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Teacher Murray Grade/Content Area: 7th Grade Math Date: 11/13/23

Standard(s)/Strands **NY-6.NS.3 - Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.**

Learning Target(s): I can

Discussing the Work

Discussing the Work **(15-20 minutes)**

Step 2: Using the language from the learning target(s), what does the **[high, medium, low]** work show that students are able to do? Remember there are no explanations for the performance at this point, simply what students are able to do in relation to the learning targets. (5-7 min)

Step 3: Using the language from the learning target(s), what is missing in the [**high, medium, low**] work? What is it in the learning targets that students struggled with? What are the prerequisite (NGLS) standards that are needed/missing to support the learning target being addressed? (5-7 min)

Step 4: Is there a pattern of what students did well, within a level or across different performance levels?

Are there any patterns to what students struggled with, within a level or across levels? ***How does the student work differ from the student exemplar?*** (5-7 min)

Student Work	What does the work show that students are able to do in relation to the learning target(s)/exemplar? Step 2	What is missing in the work in relation to the learning target(s)/exemplar? Step 3	Implications for instruction across the grades when addressing this standard (consider supports for subgroups): Step 4

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High-			6th Grade:
			7th Grade:
			8th Grade:
Medium			6th Grade:

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			7th Grade:
			8th Grade:
Low-			6th Grade:
			7th Grade:

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			8th Grade: .

Discussing Instruction **(10-15 minutes)**

Step 5: What did you learn from looking at the work of these representative students that could support all of your students? What about specific groups of students? ***As a department team, what are the instructional implications across the grade levels?***

- mm,What might this mean to your instruction as you move forward? (i.e instructional strategies such as SOLVE, 3 Reads Protocol, Say-Mean-Matter, notice/note, guess/check refining/strengthening of the curriculum, Danielson connections, entry points/scaffolds/tiers/supports for subgroups, etc.)
- ***What instructional strategies would you use to address the learning gaps?***
- ***Which entry points or instructional support/scaffolds/tiers can we embed to support ALL learners including MLLs and SWDs?***

Noticing's & Trends **Step 5**			

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Discussing the Assessment **(10 minutes)**

Step 6: How well did your ***exemplar/assessment*** allow students to demonstrate their knowledge and skills in relation to the learning targets? How ***well*** did the assessment provide students with an opportunity to make their thinking visible and show evidence of mastery?

- How might this help you design
- your next assessment/task?
- Conceptual Understanding
- Procedural Understanding
- Fluency vs. Procedure
- Application

Discussing the Assignment: What did we learn about the assessment, exemplar, or task itself from analyzing the work of these students?

How well did our assessment, exemplar, or task allow students to demonstrate their knowledge and skills in relation to the learning targets?

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How well did our assessment/task provide students with the opportunity to demonstrate a range of thinking, from more concrete knowledge and skills to more complex understanding and application?

What could we do to strengthen this assessment, exemplar and/or the next tasks we provide for students?

LA: We may be able to use or incorporate state exam questions that relate to our students' topic familiarity in their daily life.