

Getting Started & Setup
<ul style="list-style-type: none">• Identify Roles: Time Keeper, Facilitator, Recorder• For each step in the procedure below, ensure balanced participation and an opportunity for all members to share.
Procedure
<i>Step 1- Describe the Expectations and Criteria for Assessing the Work (15 minutes)</i>
<p>Read the assessment, the standard (s) it was designed to address, and the assessment criteria. Discuss and come to consensus on the following questions:</p> <ul style="list-style-type: none">• What specific Common Core standard(s) is this assessment designed to assess?• What do these standard(s) specifically say at the grade level you are discussing? Re-read the standard, the one below, and the one above. What is specific about this grade level?• What are the key qualities you are looking for in this work? How would you describe the criteria for meeting the standard? What specific elements must be contained in the work to meet the standard?
<i>Step 2- Analyze the Work Samples (40 minutes)</i>
<p>Consider each work sample individually. For each work sample, discuss or write anecdotal notes to address the following questions:</p> <ul style="list-style-type: none">• What would you say about this student’s work in relation to the criteria?• What qualities are present or missing?• Specifically, what can this student do, or not do, based upon the criteria? <p>Then sort the collection of work into four categories:</p> <ul style="list-style-type: none">• Far below standard• Approaching standard• Meeting standard• Exceeding standard

Step 3- Analyze the Categories for Actionable Trends (20 minutes)

Examine the work in each category and identify patterns of successes or learning needs, specifically in relation to the standard(s) this assessment was designed to address.

- In general, what do the students farthest from the standards most need to learn next?
- What is a generalizable “critical move” that could move the students close to meeting the standards into the next level?
- What choices/lessons/practices did each member of the group use that led to the success of the students meeting the expectation?
- For those students exceeding the standards, what qualities did the work exhibit?
- Which of these things is “actionable”- things we can control and take action on?

Step 4- Select a Category and Trend for Further Analysis (5 minutes)

Select one actionable trend from your discussion in Step 3. Write in below. This will be the basis of you next discussion, the “Results Meeting Protocol.”

Trend for further exploration:
