

Figure 4.7: Looking at Student Work Protocol Instructions

Protocol Steps (The following four steps take about sixty minutes to complete.)	Directions
1. Identify the focus area or question the mathematics team is trying to answer, describe evidence the team will evaluate, and list the predictions.	This protocol will help your team answer the following questions. <ol style="list-style-type: none"> 1. What is the difference in student work between the rubric levels <i>below</i>, <i>approaching</i>, <i>at</i>, or <i>above</i> proficiency? 2. What percentage of the students are at each level in individual classes and across the team? 3. What specific misconceptions can you address that may be across all four levels of proficiency? 4. Which instructional strategies are working? Which are not working? 5. Are there re-engagement or enrichment strategies your teams collectively can use?
2. Collect the evidence.	Agree on the common assessment to analyze. Team members should bring their individual data to the team meeting and be prepared for the discussion. Note: Before using this protocol, teams come to agreement on the scoring of each essential learning standard and target and the definitions of the four levels of proficiency.
3. Analyze the evidence.	If the team has not done so already, members begin by defining the four levels of proficiency. Each teacher sorts one class of scored student work, or one teacher can share his or her student work and the team can complete the protocol for one class together. Once sorting of student work is complete, list the names of each student at each level and calculate the percentage of students in each level. Circle one or two student names from each level and then analyze and summarize their performance. List observations and share results across the team.
4. Plan action steps based on the results of the analysis.	List two to three action steps based on evidence of learning. Identify content needs and areas for enrichment. List different instructional strategies to utilize for re-engagement or enrichment.