

Examining Student Work Protocol

This protocol allows you to provide honest and efficient constructive feedback on student work.

Setup: 1. Review the protocol. 2. Determine the facilitator and timekeeper.	Two minutes
Presenter: The presenter takes the following actions. 1. Presents the project context and driving question 2. Describes the teaching and learning context, standards, and learning intentions 3. Describes how the essential PBL elements were incorporated into the project 4. Describes the best teaching practices and protocols used throughout the project 5. Shares materials related to learning and student work (likely a milestone from the unit) 6. Poses one or two focus questions about the teaching and learning that took place for which the presenter specifically wants feedback	Ten minutes
Clarifying Questions by Participants: Participants ask nonevaluative questions about the project using the language of the learning intention and success criteria.	Three minutes
Individual Silent Writing: Participants review notes about the presentation and record thoughts on how to address the focus questions. <ul style="list-style-type: none"> • What did the students do well? • What evidence exists in the work samples to support this? 	Three minutes
Participant Discussion While the Presenter Takes Notes: The presenter remains silent while participants provide feedback using the following sentence stems (round-robin style): <ul style="list-style-type: none"> • Round 1: "I noticed . . ." or "I observed . . ." • Round 2: "I wonder . . ." • Round 3: "In the future, consider . . ." 	Nine minutes
Debriefing: The presenter discusses the feedback and identifies areas of success and challenge within the unit.	Three minutes
Total time:	Thirty minutes

Source: Adapted from Baron, D. (2017). Examining student work: A constructivist protocol. Accessed at www.nsrflharmony.org/wp-content/uploads/2017/10/constructivist_student.pdf on December 10, 2021.