
Appendix H

Collaborative Assessment of Student Work

Setting the Context

This protocol is designed to look at a variety of student responses to a collaboratively planned lesson to deepen educator understanding of the impact of teaching on learning. It would be appropriate for grade partners or members of a teaching division to use.

Prior to the Collaborative Discussion

1. Establish Operating Norms for the meeting (see Appendix B).
2. Establish an area of common teaching interest or concern—What do student data tell you as a part of your decision-making?
3. Choose a curriculum Learning Goal/Intention as a focus within a commonly agreed-upon subject area.
4. Plan a lesson collaboratively—begin with clear deconstructed Learning Goals/Intentions (developed in student-friendly language) and develop the Success Criteria that will be co-constructed with the students.
5. Decide how prior student knowledge will be assessed as part of the planning process.
6. Develop a rich performance task that directly relates to the co-constructed Success Criteria, as a culminating event.
7. Teach the lesson independently in individual classrooms.
8. Within no more than two days of teaching the lesson, each member of the collaborative endeavor chooses *three* pieces of student work from the rich performance task to bring to share and discuss. Choose work that you think represents different levels of students' thinking and understanding.

During the Collaborative Discussion (Time needed: one and a half hours)

Alternate Roles of Debriefing, Listening, Sharing, Responding, and Ending With Reflection

- ✓ **Participant No. 1** debriefs their teaching experience and shares one piece of student work
- ✓ Participant No. 1 offers their observations as to how the work relates to the curriculum Learning Goal/Intention and the co-constructed Success Criteria—Others listen
- ✓ Participant No. 1 listens while others respond in turn and ask questions

- ✓ Participant No. 1 responds to questions and ends with a reflection
- ✓ **Participant No. 2** debriefs their teaching experience, shares one piece of student work. Participant No. 2 offers their observations as to how the work relates to the Learning Goal/ Intention and co-constructed Success Criteria—others listen
- ✓ The cycle continues until *all participants* have discussed and shared three pieces of work in turn and responded to reflections from others.

Questions to Consider in the Debriefing, Discussing, and Reflecting on Student Work

1. How does the piece of student work relate to the Success Criteria that were constructed collaboratively?
2. What do we find interesting or surprising?
3. What do we see as evidence of student thinking?
4. What are the next steps for learning for the student? What Descriptive Feedback would you give each student?
5. What are the next steps for teaching that would help the student? Is there anything that you would change about your practice given the conversation today?
6. Can any of these students be grouped together for Guided Practice with you, the teacher?

Questions to Consider as a Part of the Reflection on the Process

1. What did you learn from listening to your colleagues that was interesting or surprising?
2. What new perspectives did the experience give you?
3. What questions about teaching and assessment were raised during the process?
4. What will you take back to your classroom to try?
5. How will you build on your learning?
6. When will we meet again? What will be the focus of our discussion? Will we develop a common assessment task to assess before we come? What student work will we bring?

The Facilitator's Role

The facilitator ensures the process proceeds as outlined and that listening respectfully remains a norm. He or she paraphrases and synthesizes reflections and helps the group decide on next steps for learning.

Source: Adapted by Sharratt and Planche from open access—National School Reform Faculty—ATLAS—Learning from Student Work 2000. http://www.nsrffharmony.org/system/files/protocols/atlas_lfsw_0.pdf