Session B: Analyzing & Learning from Student Work: A Protocol
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Protocol
Analyzing and Learning from Student Work

1. Getting Started
   - Facilitator identified.
   - Volunteer presents student work.
   - Participants review the work silently.

2. Discussing the Work
   - Round 1. Describe: What do you notice about the student work?
   - Round 2. Interpret: What do the students understand?
   - Round 3. Question: What questions do you have about the work?

3. Reflections from the Presenting Teacher
   - Comments on the student work and responds to questions.
   - Shares insights from surprising or unexpected comments.

   Repeat Steps 1–3 with another presenting teacher.

4. Suggestions for Teaching and Learning
   - Based on the discussion of the students’ performance, what might you suggest doing next with the class?
   - Describe ways the assessment did or did not give students an opportunity to demonstrate what they knew.

5. Debriefing
   - What are we learning through this process?
   - How can the process be improved?
Protocol
Analyzing and Learning from Student Work

This protocol provides a set of guidelines for structuring conversations among teachers about student work. The goal is to foster a common understanding of student learning expectations for mathematics and to provide a collaborative forum for examining student work to inform mathematics instruction.

Each teacher brings three samples of student work from the same assessment. The work samples should reveal a range of responses from low to middle to high performance (e.g., not there yet, almost there, got it).

1. Getting Started
   - The group chooses a facilitator who keeps the group focused.
   - One person volunteers to present work samples from his or her students. The presenting teacher displays the work where everyone can see it or distributes copies to the other participants. The teacher says nothing about the work, the context, or the students until Step 3.
   - The participants review the student work in silence. They may take notes for use during the discussion.

2. Discussing the Work
   The work is discussed in three rounds. It is important that remarks are made without judgments or personal preferences. The participants take turns speaking, varying the speaking order for each round. Individuals are free to pass. There is no cross-dialogue. Comments are kept short (if you hear yourself saying “and” you’ve probably said too much). The facilitator may choose to insert clarifying questions. The presenting teacher does not take part in the discussion, but listens carefully and often takes notes.
   - Round 1. Describe: The facilitator asks, “What do you notice about the student work?”
   - Round 2. Interpret: The facilitator asks, “What do the students understand?”
   - Round 3. Question: The facilitator asks, “What questions do you have about the work?”

3. Reflections from the Presenting Teacher
   - The facilitator invites the presenting teacher to share his or her reflections and reactions to the discussion.
   - The presenting teacher comments on the student work, reacts to observations, and responds to questions.
   - The presenting teacher also shares insights gained from the discussion and reacts to surprising or unexpected comments from the other participants.

Repeat Steps 1–3. If other teachers have student work from the same task, repeat steps 1–3 with another presenting teacher. Continue the cycle as time allows, leaving sufficient time to move to steps 4 and 5.

4. Suggestions for Teaching and Learning
   The facilitator invites everyone (the participants and the presenting teachers) to relate key ideas raised in the discussion to suggestions for teaching and ways for supporting students’ learning.
   - Based on the discussion of the students’ performance, what might you suggest doing next with the class?
   - Describe ways the assessment did or did not give students an opportunity to demonstrate what they knew.

5. Debriefing
   The group reflects on the experience of using the protocol as a whole or to particular parts of it.
   - What are we learning through this process?
   - How can the process be improved?
Documentation Sheet for the Protocol: Analyzing and Learning from Student Work

Date of Activity: ______________________  Time: ______________________

Facilitator: ______________________  Recorder: ______________________

Presenter(s): ______________________  ______________________

Other members in attendance: ______________________

________________________________________

Considering Step 5: Debriefing
Any Reactions or Recommendations for the Learning Team?

________________________________________

________________________________________

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________________________________________

Return this portion to the Learning Team.
Documentation Sheet for the Protocol:
Analyzing and Learning from Student Work

Step 1: Getting Started
Type of Assignment or Assessment: _____________________________________________
State Descriptor (or Learning Target): ____________________________________________
Depth of Knowledge: __________________________________________________________________

Step 2: Discussing the Work
Summary of Round 1 (Describe):________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Summary of Round 2 (Interpret):________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Summary of Round 3 (Question):________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Step 3: Reflections
Summary of Reflections from the Presenting Teacher:______________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Documentation Sheet for the Protocol:
Analyzing and Learning from Student Work

Step 4: Suggestions
Summary of Suggestions for Teaching and Learning:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Step 5: Debriefing
What are we learning through this process?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Return this portion to the presenting teacher.
The Montoni family owns two chains of pizza restaurants, Lenny’s Pizza and Mama Leone’s. Jessica Montoni was given the job of creating bar graphs for the number of pizzas sold in each restaurant chain for one week. She used the information listed in the table below.

<table>
<thead>
<tr>
<th>City</th>
<th>Lenny’s Pizza</th>
<th>Mama Leone’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>140</td>
<td>75</td>
</tr>
<tr>
<td>Phoenix</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>St. Charles</td>
<td>140</td>
<td>125</td>
</tr>
<tr>
<td>Boston</td>
<td>180</td>
<td>150</td>
</tr>
<tr>
<td>New York</td>
<td>210</td>
<td>175</td>
</tr>
</tbody>
</table>

**FIRST** determine which restaurant chain (Lenny’s Pizza or Mama Leone’s) is represented by the bar graph below.

Circle one: Lenny’s Pizza       Mama Leone’s

**NEXT** complete the graph given below by:
- Naming the bars on the horizontal axis.
- Labeling the horizontal axis.
- Numbering the lines on the vertical axis.
- Labeling the vertical axis.
- Providing the graph with an appropriate title.
Learning Team: “Where is our staff on the continuum of work for mathematics in regards to Learning Targets and classroom assessments and what is our evidence?”

Stage 4. Level 2 CABS—Student Work

Goal: To collaboratively examine student work from CABS in order to monitor student achievement and progress toward Learning Targets.

1. Do grade level teachers regularly (e.g., monthly) examine students’ mathematics work and identify strengths and weaknesses of individual students, of a class of students, or a grade level?

2. Have teachers used the district protocol for collaboratively looking at student’s mathematics work from CABS?

3. Do teachers have opportunities to share student work from CABS across grade levels?

4. Do grade level groups have opportunities to discuss with the Learning Team both summaries of student achievement on CABS and a range of student work samples (e.g., low, middle, and high benchmark papers)?

5. How does the Learning Team monitor students’ progress toward meeting the Learning Targets and report this to the school staff?

6. Do teachers use the “Descriptive Feedback (Everyday) Rubric” in classroom practice and when examining student work samples?