

LOOKING AT ASSESSMENT WORK PROTOCOL

Purpose

To help practitioners to reflect on question(s) of assessment practice, the Common Core State Standards, and Webb's Depth of Knowledge (DoK) framework by analyzing student assessment work.

Planning

Time: Approximately 40–50 minutes.

Roles:

Presenter: Provides student work, supporting documents, and a focusing question.

Facilitator: Makes sure the group stays focused on the particular issue/question addressed in each step. The facilitator may choose to participate.

Timekeeper: Provides facilitator with time cues to make sure that the group stays on the protocol schedule, adheres to the one-minute-per-person limit in the rounds, and that everyone participates fully.

Process

Presenting teacher gathers student work for presentation and meets with facilitator to hone the focusing question.

1 Presentation of Student Work (1 minute to share question, plus 5–9 minutes to read student work)

- o Presenter shares the focusing question, student work, and supporting documents with the group, but says nothing about it until step 5.

Question:

- o Participants observe or read the work in silence, making brief notes. Note: Steps 2, 3, and 4 are conducted in rounds where each member of the group goes in turn for approximately one minute. Rounds continue until comments have been exhausted, as long as time remains. Keep the presenter's question in mind, but focus deeply on the assessments.

2 Describing the Work (5 minutes)

- o Facilitator asks, "What do you see?"
- o Next, group members provide answers without making judgments about the work. If the facilitator interprets a statement as a judgment, he or she redirects attention to description by asking, "Where is the evidence?"

3 Asking Questions about the Work (5 minutes, depending on group size)

- o The facilitator asks, "What questions does this work raise for you?"
- o Next, group members state any questions they have about the work, the student(s), the assessments, or the circumstances under which it was carried out, etc.
- o The presenting teacher makes notes about these questions (but does not answer them yet).

4 Speculating about What Standards the Student Is Working On (10 minutes)

- o The facilitator asks, “What standards do you think the student is working on, and how are they reflected in the assessment?” (Feel free to refer to the Common Core State Standards during the discussion.)
- o Next, group members use Webb’s DOK framework below to reflect on the level of rigor of the standards the student is working on.

DOK 1:	Recall; memorization; simple understanding of a word or phrase
DOK 2:	Basic Application: Covers level 1 plus paraphrase, summarize, interpret, infer, classify, organize, compare, and determine fact from fiction. There is a correct answer, but it may involve multiple concepts.
DOK 3:	Strategic Thinking: Students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize, or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge, or text support for an analytical judgment about a text.
DOK 4:	Extended Thinking: Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; conducts longer investigations or research projects.

5 Hearing from the Presenting Teacher (5 minutes)

- o Facilitator invites the presenting teacher to speak.
- o Next, the presenting teacher provides he/she perspective on the assessment work, describing what he/she sees in it, responding to the questions raised, and adding any other information that he/she feels is important to share with the group.
- o Next, the presenting teacher comments on anything surprising or unexpected that he/she heard during the describing, questioning, and speculating phases.
- o Finally, the presenting teacher reminds the group of his/her question.

6 Discussing Implications for Assessment Practice (10–12 minutes)

- o Facilitator invites group members and the presenting teacher to discuss the presenting teacher’s question in light of the earlier phases.
- o Group members discuss implications for increasing the level of rigor of the assessment and address the Common Core State Standards.

7 Reflecting on the LAAW Conference (3 minutes)

- o The facilitator leads a brief conversation about the group’s experience and reactions to the protocol as a whole or to particular parts of it. The facilitator thanks the presenter and all group members for their participation.