**Materials:** *Some Guidelines for Learning from Student Work*(downloaded from <http://www.nsrfharmony.org/protocol/doc/guidelines_lfsw_horace.pdf> on February 16, 2013). The protocol is included below.

Examining Student Work (Example)

At least one teacher should have a set of 10 students’ work on a task from their classroom, although it might be better to have each teacher bring student work from the same task.

**Purpose:** Have teachers engage in a process for examining student work with attention to learning from student thinking. Strengthen teachers’ ability to use student thinking in teaching by fostering intentional noticing of student thinking and an inquiry stance in their PLCs.

**CCSS connection**: A-SSE

**Outline of the Activity:**

**Launch** (5 min): Teaching by using students’ preconceptions requires that we closely examine their understandings and think of ways to use those understandings. Explain the goals, and the process, introducing them to the Guidelines for Looking at Student Work.

**Examining Student Work Example** (5 min): Present this as a model of what we would like them to write about student work. Yes, this is real student work from a real algebra class. Focus on understanding what is meant by evidence-based discussion and not using evaluative language (perhaps by giving an example).

**PLC work** (about 20 min): Teachers examine the student work in the example and discuss the characteristics of the three parts to each analysis, and describe ways to improve the analyses.

**Examining their own students’ work** (35 minutes): Follow the protocol below:

**Learning from student work Protocol**: (adapted from LASW athttp://www.lasw.org/vp.html)

**Getting Started**

* The group chooses a facilitator who will make sure the group stays focused on the particular issue addressed in each step.
* The presenting teacher puts the selected work in a place where everyone can see it. S/he should describe the purpose of the assessment (that is, what they wanted to learn about student understanding) but not say anything at all about the particular student (students’ names should not be evident).
* The participants observe or read the work in silence, making brief notes about aspects of it that they particularly notice, especially in terms of what the teacher wanted to learn.

**Describing the Work**

* The facilitator asks the group, "What evidence do you see?"
* Group members provide answers *without making judgments about the quality of the work or their personal preferences, but focusing on evidence*.
* If a judgment emerges, the facilitator asks for the evidence on which the judgment is based.

**Whole group conversation about describing, analyzing, and re-engaging.**

Open discussion (with attention to norms of collaboration) focusing on describing evidence, analyzing the understandings, and generating ideas for how to approach re-engagement of the ideas.

**Closure and Reflection** (5 min): What parts of this process could be most helpful to you in your teaching? Closure: three or four teachers share their insights and answers to this question.