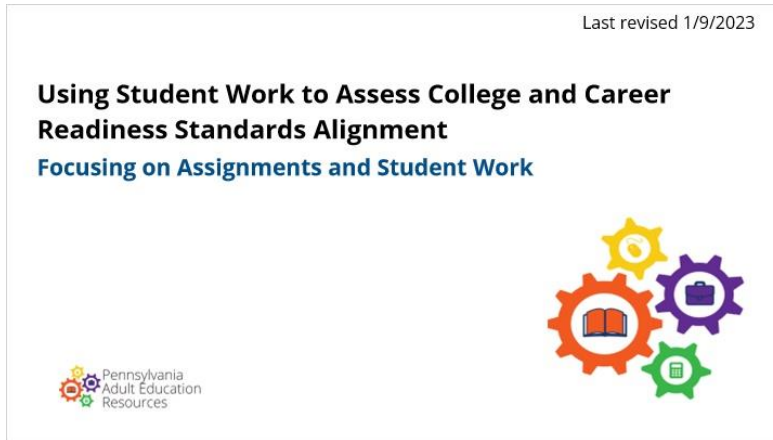


Student Work Protocol Presentation Notes

1. Introduction

Welcome



Notes:

Welcome to the Using Student Work to Assess College and Career Readiness Standards Alignment. This module will introduce you to the Student Work Protocol, which is one of the tools that can be used to support the implementation and sustainability of the College and Career Readiness Standards.






This online learning activity will take approximately one hour to complete; however, you can stop the module and log back in to view it again at any point. Be sure to use headphones or speakers and

have a reliable internet connection as you work through this module.

Please click on the Next button to begin.

Navigation Tips

Navigating the Module








Directions: Click on each of the icons to learn how to navigate the module and access the resources.

Notes:

If this is your first time participating in an online module, please click on each of the icons to learn how to navigate and access resources. When you are ready, please click Next to continue.

Audio (Slide Layer)

Navigating the Module








Audio and Transcript

- This module includes audio for most slides.
- Be sure to use a headset or speakers.
- A transcript of the audio is available by clicking on the transcript tab.

Navigation (Slide Layer)

Navigating the Module








Navigation

- The Next and Previous buttons can be used to navigate through the module.
- You may, at times, need to click on an item on the screen or complete an activity before you can advance to the next slide.
- You can exit the module at any time and resume it later. If you use the same device, it should remember the last slide you viewed.

Resources (Slide Layer)

Navigating the Module








Resources

- A copy of the slides and transcript is available under the Resources tab.
- The resources may also include links to websites or other helpful documents.

Web (Slide Layer)

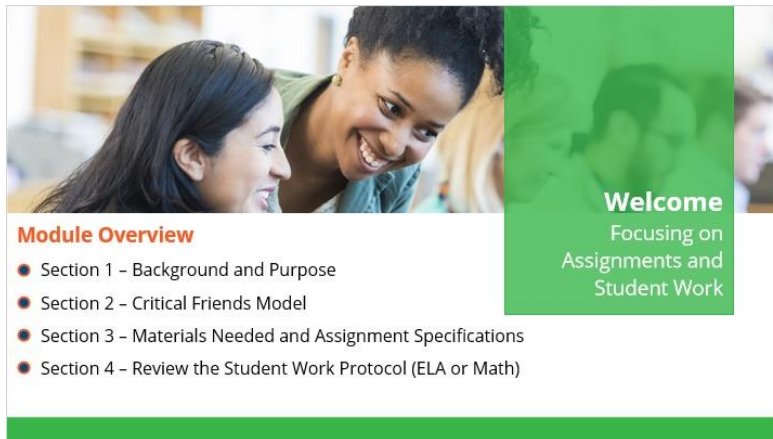
Navigating the Module



Websites

- Some modules may have links to websites that you'll need to view in order to complete an activity.
- The website links will be available on the screen and under the Resources tab.

Module Overview



Module Overview

- Section 1 - Background and Purpose
- Section 2 - Critical Friends Model
- Section 3 - Materials Needed and Assignment Specifications
- Section 4 - Review the Student Work Protocol (ELA or Math)

Welcome
Focusing on
Assignments and
Student Work

Notes:

During this module, you will learn how to use the Student Work Protocol to evaluate the quality of assignments and their alignment to the CCR Standards.

In Section One, you will begin to understand why it is important to look at student work when evaluating and improving standards-alignment.

In Section Two, we will examine “The Critical Friends Model” which provides guidelines for having collegial conversations as you pursue this work in your PLCs.

Section Three is a quick review of the materials you’ll need for this protocol, along with clarification of what we mean when we say “assignment” or “student work.”

Then, in Section Four, you will have the opportunity to review the protocol using an actual assignment. You’ll notice that the Math and ELA Student Work Protocols are quite similar, so we’ll give you the chance to practice using either a Math or an ELA assignment.

Module Objectives

Module Objectives



By the end of this module, you will be able to ...

- Identify why it is important to look at student work when evaluating and improving standards alignment.
- Examine “The Critical Friends Model,” which provides guidelines for having collegial conversations as you pursue this work in your PLCs.
- Complete a review of the materials you'll need for the Student Work Protocol.
- Review the protocol using an actual assignment.

Notes:

Review the objectives listed here before moving on to the next slide.

End of Introduction

End of Introduction



You've reached the end of this section. The next section of the module is:

Section 1: Background and Purpose




Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Section 1

Section 1: Background and Purpose



Objective

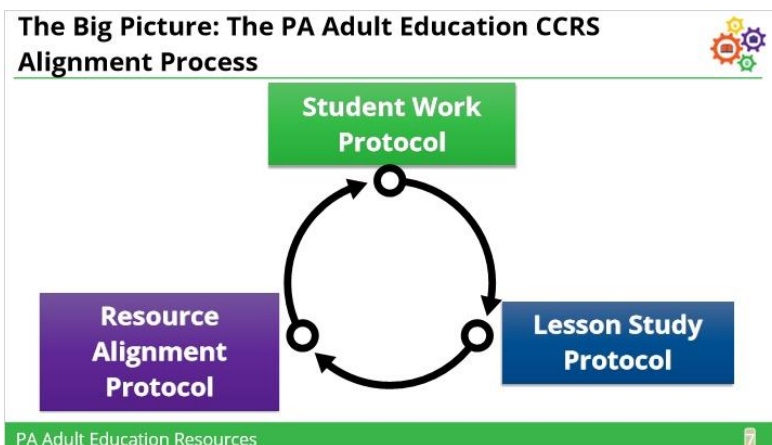
- Identify why it is important to look at student work when evaluating and improving standards alignment.

Section 1
Background and Purpose

Notes:

In this section, you will begin to understand why it is important to look at student work when evaluating and improving standards-aligned teaching.

The Big Picture: The PA Adult Education CCRS Alignment Process



Notes:

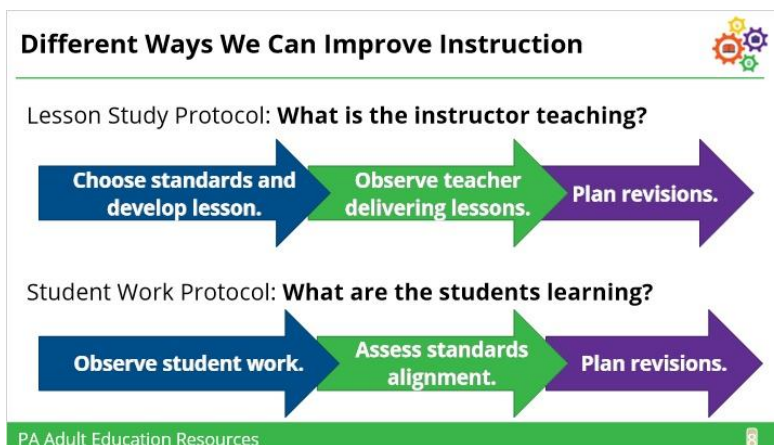
Creating a standards-aligned curriculum is an ongoing process of analysis and revision. To create a culture of continuous improvement in all of our adult education

agencies across the state, the meaningful development of curriculum must include a focus on the selected resources, development of lesson plans, classroom instruction and student assignments, and most importantly, the student work that is generated as a result.

As you work to improve your agency's curriculum and instruction, you will need to analyze your resources to assess their alignment to the CCRS, keeping in mind the three key shifts. You will also need to create standards-aligned lessons and conduct lesson studies to ensure that they are aligned to standards and levels appropriate for your students. Both of those processes are essential, since they help your program to provide quality instruction to your students; however, the only way to know if these efforts are paying off is by looking at what students are actually doing in response to the lessons and resources. That is where the Student Work Protocol comes in. Once you see what students are learning from your lessons and resources, that will eventually guide you as you continue your work with resource alignment and lesson study. These three practices inform each other.

This module focuses on the Student Work Protocol: looking deeply at the work our students are doing so we can determine what they are learning from completing the assignments.

Different Ways We Can Improve Instruction



Notes:

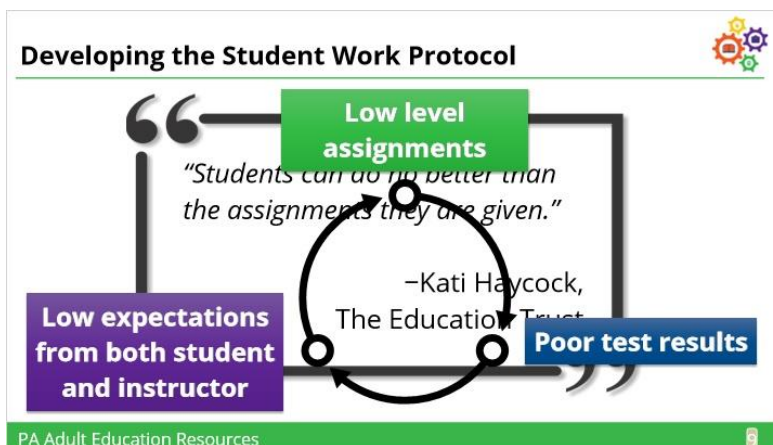
There are different ways we can improve our instruction and student outcomes. With the Lesson Study Protocol, we begin with the standards and develop aligned

assignments and classroom activities based on the skills within the standard we've chosen. The Lesson Study Protocol is a helpful resource to use when developing brand new lessons for standards that the program wants to focus on.

With the Student Work Protocol, we're looking at it in the opposite order. We start by looking at the work that students do as a result of the lesson, and then we assess how well the student work aligns with the standards. This is a good way to assess whether we are actually teaching the standards that we think we are teaching.

Using student work to guide our alignment to standards is a student-centered approach. By analyzing student work, it is possible to determine which standards are actually being learned.

Developing the Student Work Protocol



Notes:

Take a moment to read the quote on the screen. What does this quote mean to you and your teaching?

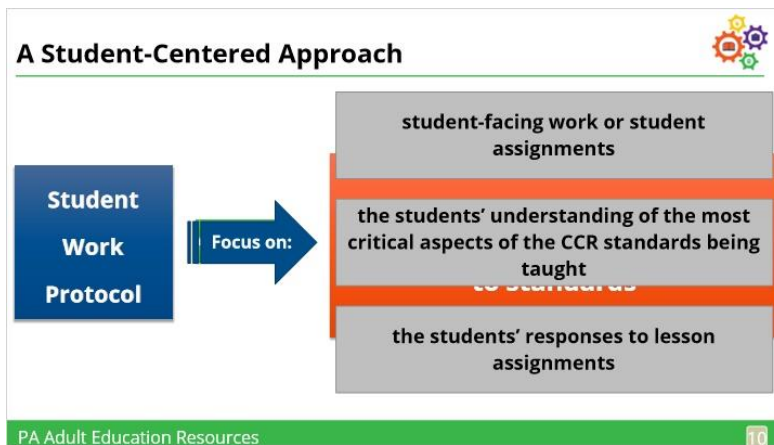
This quote is from a staff member at The Education Trust, which completed the research that is the basis for the Student Work Protocol.

This research shows that poorly designed assignments are one of the leading causes of poor student outcomes. This is the very definition of an achievement gap: a gap between what's in the standard and what we're asking (or expecting) a student to do. When we provide poorly aligned assignments, we help to perpetuate a cycle of low achievement.

Low level assignments lead to poor test results. Poor test results lead to low

expectations (from both the student and the instructor,) and these low expectations lead to lower level assignments.

A Student-Centered Approach



Notes:

The Student Work Protocol is a student-centered approach which improves our alignment to standards because the primary focus is on what the students are learning from completing the assignments.

When using the Student Work Protocol, we focus on the materials that the students see. We also analyze student work to evaluate their level of mastery of the standards being taught and identify patterns across multiple student's work to help determine what sort of changes will make the assignment more effective.

Benefits of Student Work Protocol

The graphic features a 3D white figure holding a large green checkmark on the left. To the right are three stacked rectangular boxes: a blue one at the top, a purple one in the middle, and a dark grey one at the bottom. The top box contains the text 'Review what is currently being used', the middle box contains 'Better align activities to the CCRS', and the bottom box contains 'Collegial conversations about instruction'. The title 'Benefits of Student Work Protocol' is at the top left, and a gear icon is at the top right. A footer at the bottom left reads 'PA Adult Education Resources' and a small icon is at the bottom right.

Benefits of Student Work Protocol

- Review what is currently being used
- Better align activities to the CCRS
- Collegial conversations about instruction

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Notes:

Some benefits of the Student Work Protocol are as follows:

- Instructors have an opportunity to review and reflect on what's currently being taught in the classroom.
- Instructors have a chance to view their activities through a different lens, giving them a fresh perspective so that they can make changes or adaptations to better align their activities to the CCRS.
- This work also lays the foundation for structured, thoughtful and collegial conversations about instruction by using what's called "The Critical Friends" Model. We will review this model in the next section of this module.

Student Work Protocol Tools

The graphic shows a list of two items in a grey box on the left: 'ELA Student Work Protocol' and 'Math Student Work Protocol', each with a checkbox. To the right are two overlapping document images representing the protocols. Below the documents is a blue box with the word 'Resources' in white. An orange arrow points from the 'Resources' box to the documents. Below the arrow is the text 'Reminder: Find these materials in the Resources tab of this course.' The title 'Student Work Protocol Tools' is at the top left, and a gear icon is at the top right. A footer at the bottom left reads 'PA Adult Education Resources CCRS web page' and 'PA Adult Education Resources', and a small icon is at the bottom right.

Student Work Protocol Tools

- ELA Student Work Protocol
- Math Student Work Protocol

Resources

Reminder: Find these materials in the Resources tab of this course.


PA Adult Education Resources CCRS web page

PA Adult Education Resources

Notes:


To access the Student Work Protocol tools, download from the Resources section of this course. You will need these materials throughout the remainder of this module. You can also find these materials on the PA Adult Education Resources CCRS web page.

End of Section 1

End of Section 1 

You've reached the end of this section. The next section of the module is:

Section 2:
Critical Friends Model



Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Section 2

Section 2: Critical Friends Model



Section 2
Using the Critical Friends Model to Implement the Student Work Protocol

Objective

- Examine “The Critical Friends Model” which provides guidelines for having collegial conversations as you pursue this work in your PLCs.


Notes:

In this section, we will examine The Critical Friends Model, which provides guidelines for having collegial conversations as you pursue this work in your professional learning communities (PLCs). Anyone involved in the Student Work Protocol must not only be given appropriate implementation time; they must also be given a deliberate structure in order to successfully implement it. This Critical Friends Model helps by providing a set of guidelines to ensure that members of the PLC, the “critical friends,” listen and ask insightful questions to those seeking guidance.

Materials

Materials

- Overview of the Critical Friends Model
- Feedback Checklist



Resources

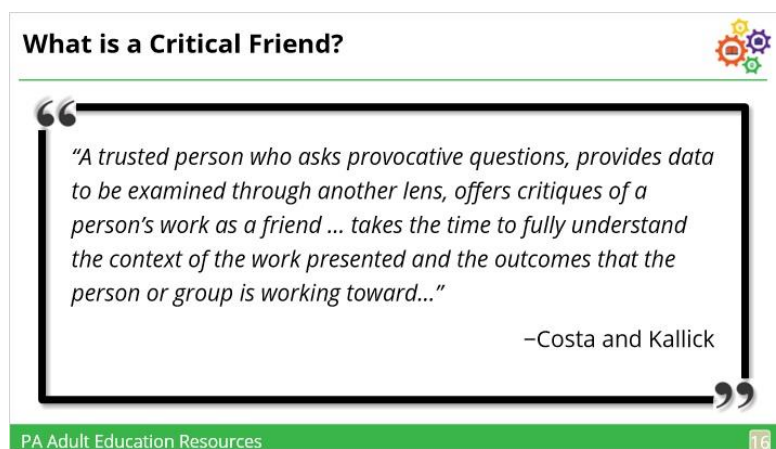
Find these materials in the Resources tab of this course.

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Notes:

In Section Two, you will need to download the two documents shown on this slide by accessing them from the Resources tab of this module. The first is the Overview of the Critical Friends Model. The second is the Feedback Checklist for Team Members. Before you move on to the next slide, download these materials and read through the Overview of the Critical Friends Model.

What is a Critical Friend?



What is a Critical Friend?

"A trusted person who asks provocative questions, provides data to be examined through another lens, offers critiques of a person's work as a friend ... takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward..."

—Costa and Kallick

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Notes:

What is a critical friend? Take the time to review the quote on this slide

The Student Work Protocol uses the Critical Friends process so that teachers genuinely collaborate to improve CCR standards-aligned teaching and learning throughout the system.

Every student - and educator, too - needs a trusted person who will ask provocative questions and offer helpful critiques, in other words, a critical friend.

During this process, we should not equate *critique* with *judgment*. When someone offers criticism, we often brace ourselves for negative comments and close ourselves off. We forget that learning and growth require evaluation and feedback, and that sort of reflection is the highest order of thinking.

What Does “Critical” Mean?

What Does “Critical” Mean?



Providing your colleague with the most **important, essential,** and **urgent** feedback needed to improve instruction.

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Notes:

What does “critical” mean? In this context, “critical” means important, essential, and urgent.

The art of criticism is often overlooked in school life. In the arts, a good critic can maintain and elevate the standards of performance. In fact, most performing artists have an outside editor built into their work, and over time, they internalize criticism sufficiently so that they are able to become more sharply self-evaluative. Instruction is also a skill that can be improved by feedback from an outside observer.

What Does “Critical” Mean?

What Does “Critical” Mean?, continued



- Negative baggage
- Requires trust and a formal process
- Set ground rules

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Notes:

However, the concept of critique often carries negative baggage. This is why a critical friendship in a collaborative workgroup or a PLC using the Critical Friends Model requires trust and a formal process.

We'll get to the formal process soon, but let's talk about building trust.

Everyone in the group, whether it's the team members or the presenting instructor, needs to have a few ground rules. We will discuss these on the next slide.

Feedback from Critical Friends



Feedback from Critical Friends

- about the work, not the person
- specific and based in observation and evidence
- given in a kind/respectful manner
- focused on growth and improvement

PA Adult Education Resources 19

Notes:

One of the key things to remember during this process is to provide feedback about the assignment, NOT about the person. All comments should also be specific and rooted in observable evidence. Avoid generalities, even if they are positive. Telling someone, "This is a great assignment!" doesn't help them to grow as an instructor unless you also give examples about why the assignment is great. Is it well-aligned with a standard? Is it engaging for students? Did it elicit high-quality student work?

If you give specific feedback focused on things that you observe in the assignment, it will help the instructor make informed decisions about what changes to make to the assignment. Specific feedback will also help other colleagues who are participating

in the conversation and might be thinking about their own student assignments.

In addition, feedback is always better received if it is given in a kind and respectful manner. Frame your statements in ways that help make it clear that you are focused on helping each other grow and improve. We all have room for improvement in our instructional skills, and this process is meant to help us all get better at designing effective activities that help our students reach their goals.

Feedback Checklist

Feedback Checklist

- Overview of the Critical Friends Model
- Feedback Checklist

Resources

Find these materials in the Resources tab of this course.

PA Adult Education Resources 26

Notes:


In the Student Work Protocol, a teacher will present their students' work while others in the professional learning community will provide feedback.

For at least the first few times through this process, a facilitator will want to ask each team member, including the presenting instructor, to fill out the feedback checklist before and after the sessions. This will firmly establish the ground rules with team members and serve as a reminder to self-assess the quality of their feedback. As the team gains experience, you may want to use the checklist only intermittently, as a refresher.

Locate the document in the Resources tab of this course.


End of Section 2

End of Section 2



You've reached the end of this section. The next section of the module is:

**Section 3:
Materials Needed and
Assignment Specifications**



CONGRATULATIONS!
You've completed this section.

Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Section 3

Section 3: Materials Needed and Assignment Specifications



Objectives

- Complete a review of the materials you'll need for the Student Work Protocol.




Section 3
Materials Needed and
Assignment
Specifications

Notes:


Now that we've established some ground rules for collaboration and reflections, it's time to move onto the Student Work Protocol. In this section you will complete a review of the materials you'll need for this protocol, along with clarification of what we mean when we say "assignment" or "student work."

What is an Assignment?

What is an Assignment?



A single activity, task, prompt, problem or problem set intended to be completed by the student.



PA Adult Education Resources 28

Notes:

Before beginning the Student Work Protocol, we should have a shared understanding about what constitutes an assignment.

An assignment, for the purpose of the Student Work Protocol, is a single activity, task, prompt, or problem set intended to be completed by the learners. An assignment, in this case, should be used exactly as it was presented to the students. Alternatively, we can call this student-facing work.

An assignment should not come with scoring guidelines or rubric or answer keys unless they were provided to the student at the time of the assignment. The learning objectives or target standards should not be included when reviewing student work unless they were provided to the student.

Characteristics of Assignments

Characteristics of Assignments



- | | |
|--|--|
| <input checked="" type="checkbox"/> Do not include lesson plans, teaching or learning goals for the assignment, what students did or learned, and other related information. | <input checked="" type="checkbox"/> Include directions and scoring guidelines for student assignments just as they were presented to students, with no other details or contexts. |
| <input checked="" type="checkbox"/> Select a typical assignment that is aligned with the CCR Standard. | <input checked="" type="checkbox"/> If teaching a particular concept has included several assignments, present the culminating assignment based on the fullest expression of that concept. |
| <input checked="" type="checkbox"/> Choose an assignment that could use some attention and improvement. | <input checked="" type="checkbox"/> If the assignment was presented to students orally, write down the instructions as they were given and note that they were spoken. |
| <input checked="" type="checkbox"/> Select an assignment that students completed recently so student work is current. | |

Notes:

Let's discuss the characteristics of assignments you will use for the Student Work Protocol.

The assignment chosen should be a culminating assignment. If a particular concept is spread over multiple assignments, presenting the culminating assignment will give the best representation of the students' understanding of the standards.

Be sure to only bring materials that the student sees - or student-facing work. This means you should not provide lesson plans, guiding questions, or other materials unless it was presented to students prior to completing the activity. You SHOULD, however, provide copies of any texts that are part of the original assignment along with copies of any instructions (written or oral), just as they were given to the student.

Finally, when choosing an assignment, the teacher should select an assignment that they feel needs improvement, rather than an example of their "best work." Click review the characteristics of assignments.

Characteristics of Student Work

Characteristics of Student Work



- ✓ Number the individual pieces of student work so that reviewers can organize their discussions more easily.
- ✓ Do not include lesson plans, teaching or learning goals for the assignment, what students did or learned, and other related information.
- ✓ Collect a representative sample of student work that captures a range of abilities in the classroom.
- ✓ Copy the student work before grading the papers so that each sample has only the student responses to the assignment.
- ✓ If work is oral, present student recordings.
- ✓ If necessary, per your programs' policies, remove student names from work samples to maintain student confidentiality and facilitate discussion.
- ✓ Make the collection a manageable size – three to six samples – matching or slightly exceeding the number of people on the review team.

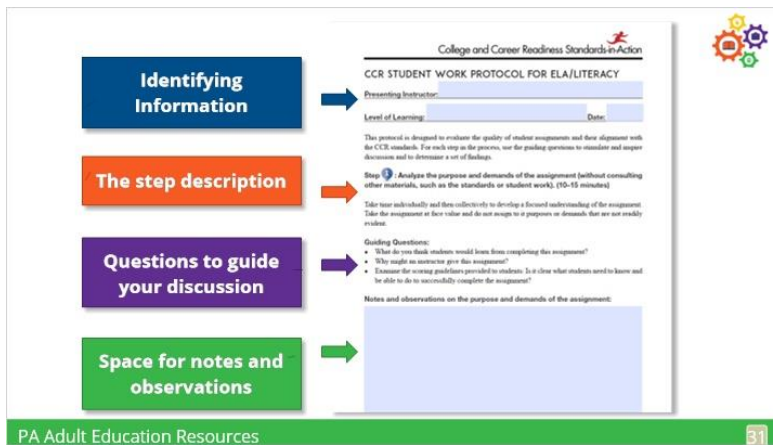
Notes:

In addition to the student-facing work, you should collect a representative sample of completed student assignments, preferably along a wide range of abilities in your classroom. You do not need to provide EVERY completed assignment - just a sample of four to six - approximately the same number of people on the review team.

You should make copies of the work PRIOR to grading so the reviewers are not prejudiced by any comments by the presenting instructor. In addition, you should remove student names from the work. This not only mitigates any confidentiality issues at your agency, it also safeguards against bias based on what reviewer may know (or have heard) about a student.

Once you've selected a confident instructor who is open to receiving feedback from their peers, be sure to give them at least a week to collect the required student-facing materials and completed assignments.

College and Career Readiness Standards-In-Action



Notes:

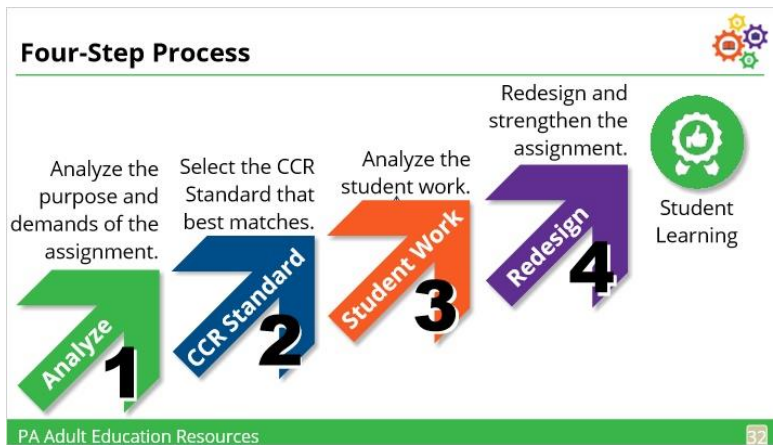
Now, let's move onto the protocol itself. You will need a copy of the protocol, either ELA or math, depending on the type of assignment you are reviewing. Locate these documents in the Resources section of this course.

Each of the four steps in the protocol has a similar arrangement.

First, you'll notice a "step description." Below that are guiding questions to help you facilitate discussion. The process, especially in the beginning, works best and is most beneficial when it is facilitated. The facilitator can help keep comments on topic and remind reviewers to give supportive feedback as critical friends. It's also helpful to have a facilitator to watch the time and keep the process moving. Instructors should not be expected to facilitate their own meetings.

Following the guiding questions in each step is space for notes and observation.

Four-Step Process



Notes:

Each step along the process challenges the presenting instructor and their colleagues to include more rigor and relevance into their assignments.

Step 1 analyzes the purpose and demands of the assignment. What are students expected to learn? What skills and knowledge must they exhibit to complete the assignment successfully?


In Step 2, you'll select CCR Standards that best fit the demands of the assignment. How closely aligned is the assignment with one or more level-specific CCR content standards?

Step 3 asks us to review student work. What does the student work reveal about the skills and knowledge they have learned - or still need to learn?

Finally, in Step 4, you will redesign and strengthen the assignment. What does the student work suggest about how the assignment might be re-envisioned? How can the assignment be enhanced to add more rigor or support student achievement?


End of Section 3

End of Section 3



You've reached the end of this section. The next section of the module is:

Section 4:
Review the Student Work Protocol (ELA or Math)



CONGRATULATIONS!
You've completed this section.

Notes:

Congratulations, you've reached the end of this section. Please advance to the next section to continue the module.

Section 4

Section 4 - Review the Student Work Protocol (ELA or Math)



Objective

- Review the Student Work Protocol for either Mathematics or English language arts.

Section 4
Review the Student Work Protocol (ELA or Math)

Mathematics **English Language Arts**

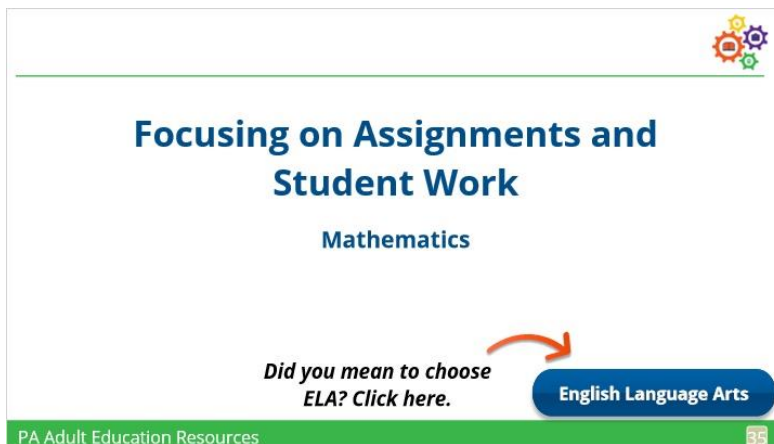
Notes:

In this section, you will have the opportunity to review the protocol using an actual assignment. You'll notice that the Math and ELA Student Work Protocols are quite

similar, so we'll give you the chance to practice using either a math or an ELA assignment. While you will have an opportunity to review both math and ELA protocols, you will only need to complete one protocol to complete this module. We suggest choosing the protocol that most closely aligns with the content you currently teach. To continue, select either mathematics or English language arts.

Mathematics

Focusing on Assignments and Student Work - Mathematics




Notes:

In this section of the module, you'll have the opportunity to use the Student Work Protocol to look at student work from a math assignment. If you intended to select the English language arts assignment, you may select this button on the screen.

Materials

Mathematics Student Work Protocol Materials

- Math Student Work Protocol
 - Redesigned Assignment for Mathematics template
- CCR Standards for Mathematics
 - CCR Content Progressions (Math Tool 2)
 - Math Practices Tools (Math Tool 3, Math Tool 3a)
- A Farmer's Fields Math Assignment
- Math Student Work Samples 1-5 (Don't review until Step 3.)



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Notes:

For Step 1, you'll want to look at the student assignment (A Farmer's Fields).

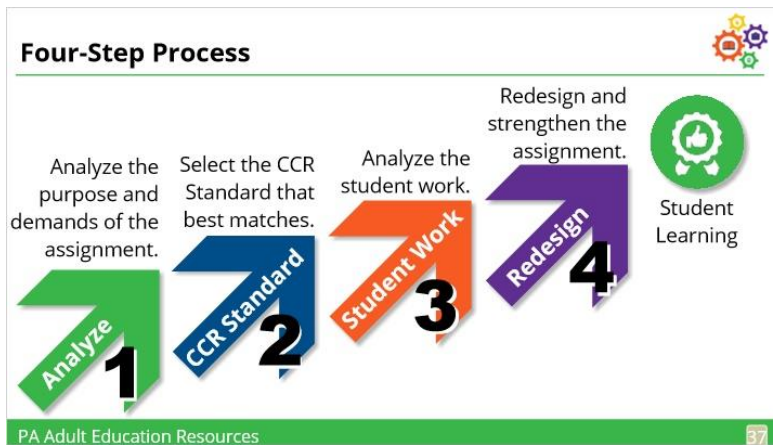
Here is a list of the materials you will need to review as we walk through the protocol:

- The Student Work Protocol, including the Redesigned Assignment Template for Math handout.
- You will also need to refer to the standards; you could use the content progressions or the actual standards. You'll also want the math practices.
- Finally, you'll need a copy of the assignment we will review, A Farmer's Fields.

You can access these documents by clicking on the Resources tab in the left corner of the screen and downloading the files. You will be returning to all of these documents throughout the protocol, so download them and keep them handy. You may find it easier to print them.

Please be sure to only look at these resources for the first two steps. You'll have the opportunity to look at the student work in Step 3. Once you have your materials ready, click Next to advance to the next slide.

Four-Step Process



Notes:

Remember, the Student Work Protocol utilizes four steps. First, you will look for the purpose and demands of the assignment. After considering those, the next step is to identify the appropriate CCR Standards.

The third step is to analyze the student work samples, and then you should be ready to strengthen the assignment.

A Farmer's Fields

Name _____

A Farmer's Fields

A Farmer's Fields

A farmer's fields are worth \$1,200 total. The fields are formed with the geometric figures shown below, which are composed of triangles of the same size and with all sides the same length. Each field's value is based on its size. What fraction of the total value is each field worth? How much is each field worth? Show and explain all of your mathematical thinking.

Before beginning the four-step process, we recommend taking a few minutes to work on this assignment.


A B C D E F G H

PA Adult Education Resources


Notes:


For math, we have found it helpful to actually work on the assignment first. It isn't necessarily important to complete the assignment; we only recommend working on it to get a sense of what it requires students to know and do. You probably don't need to take more than five minutes. Please take a couple of minutes to work on this assignment. Click the Next button when you're ready to proceed.

Tips for Step 1: Analyze the Purpose and Demands of the Assignment

Tips for Step 1: Analyze the Purpose and Demands of the Assignment 

- Take the assignment at **face value**.
- Use only the **directions, prompts, and scoring guides** provided to **analyze** the assignment's requirements.
- Study the assignment thoroughly, making **notes** and **observations** about the **purpose and demands** of the assignment.



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Notes:


Now that you've done some work on the assignment, let's think about the purpose and demands of the assignment. Remember, the teacher presenting the assignment isn't part of Step 1, so take the assignment at face value, which means only use the information provided.

You'll only be looking at the materials that students see, or student-facing work, since we only want to look at this from the perspective of the student. Keep in mind that our students don't have the benefit of viewing lesson plans to see what we mean to teach, so it's important to only look at the student-facing materials.


Study the assignment thoroughly; think about why a teacher might give this assignment and what it demands, or asks, of the students.


Step 1: Guiding Questions

Step 1: Guiding Questions



1. What do students need to know in order to complete this assignment?
2. Why might an instructor give this assignment?
3. Is it clear what students need to know and be able to do to successfully complete the assignment?
4. Which mathematical practices might be observed in completing the assignment?
5. What will students actually learn from working on the problem(s) and answering the question(s) in this assignment?




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Notes:

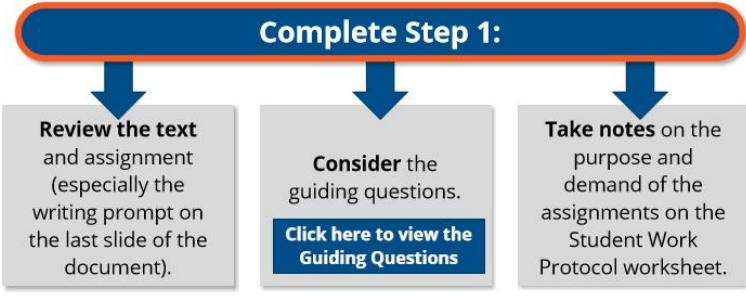
Here is a list of questions you can use to foster discussion during Step 1. You do not have to use all of them. You just want to consider what the assignment requires students to know and do in addition to anything they might gain from working on the assignment. You should also consider whether it's clear to the students what they need to do to complete the assignment.

Step 1 - Now it's your turn


Step 1 - Now it's your turn



Complete Step 1:



```
graph TD; A[Complete Step 1:] --> B[Review the text and assignment (especially the writing prompt on the last slide of the document).]; A --> C[Consider the guiding questions. Click here to view the Guiding Questions]; A --> D[Take notes on the purpose and demand of the assignments on the Student Work Protocol worksheet.];
```

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Notes:

Take a few moments and read through the Farmer's Field assignment. If you are using the Student Work Protocol with a lesson developed by another teacher at your

agency, keep in mind that the presenting teacher (or the teacher who created the assignment) does not provide any input in this step because we want to see how students might view this lesson.

Consider the guiding questions and take notes on the purpose and demand of the assignment on the Student Work Protocol worksheet.

Once you've completed Step 1, advance to the next slide.

Guiding Questions (Slide Layer)

Step

Guiding Questions

1. What do students need to know in order to complete this assignment?
2. Why might an instructor give this assignment?
3. Is it clear what students need to know and be able to do to successfully complete the assignment?
4. Which mathematical practices might be observed in completing the assignment?
5. What will students actually learn from working on the problem(s) and answering the question(s) in this assignment?

PA Adult Education Resources 41

Step 1 - Findings

Step 1 - Findings	
Most Common Math Practices Chosen for this Problem	
Math Practice	Description
Math Practice 1	Is it a fraction, geometry or proportion problem? in solving
Math Practice 2	
Math Practice 3	MP 3 relates to abstract reasoning and constructing viable arguments.
Math Practice 4	MP 4 involves student modeling with math.
Math Practice 7	MP 7 involves making use of structure.

Notes:


When you do this as part of a group there may be times where it's difficult to reach consensus, and that's ok. When doing this activity with different groups of math teachers some teachers missed the first question, which asks students to identify the fraction of the total value for each field. That could certainly change how students approach this problem.

Some teachers felt it was clearly a fraction problem, while others focused more on geometry or proportions.


The most common math practice teachers associated with this activity is Math Practice 1, which relates to making sense of problems and persevering in solving them. Some teachers feel students writing down their reasoning will employ Math Practices 2 and 3, where they reason abstractly and construct viable arguments. Some teachers have also noted Math Practices 4 and 7 as possibilities. Math Practice 4 involves the student modeling with mathematics, while Math Practice 7 involves making use of structure.

Step 2 - Materials


Step 2 - Materials



- Math Student Work Protocol
- CCR Standards for Math:
 - CCR Content Progressions (Math Tool 2)
 - Math Practices Tools (Math Tool 3, Math Tool 3a)



Reminder: Find these materials in the Resources tab of this course.




PA Adult Education Resources
47

Notes:

For Step 2 in the Student Work Protocol, you will need to refer to the standards. You may use the content progressions or the actual standards; both are acceptable. You'll also want to have the math practices available.

Step 2 - Select the CCR Standards That Best Match the Assignment's Demands

Step 2 - Select the CCR Standards That Best Match the Assignment's Demands



Select CCR Standard(s) that align to the assignment.	Check the skills and knowledge identified in the standards against those identified in the assignment in Step 1.	Determine how rigorously aligned the assignment is to those standards.	Make notes and observations.
--	---	---	-------------------------------------

If the assignment is clearly not meeting any level-specific CCR Standards, **skip to Step 4 and redesign** it to align with one or more standards.

PA Adult Education Resources
48

Notes:

Now, let's look at Step 2. At this point, we will try to identify specific CCR Standards that match the assignment's tasks. The work you did for Step 1 will make this a little

easier, as you can focus on standards related to the demands you identified. For example, if you identified geometric concepts, you should look for standards within the geometry domain.

Once you have identified the standards you or your group feels the assignment is aligned to, you will next want to consider how rigorously aligned the assignment is to each standard. The next slide will provide more detail on this.

If you determine the assignment is not aligned to any CCR Standards, you can skip over Step 3 and start redesigning the assignment in Step 4.

Alignment of the Assignment Rubric

ALIGNMENT OF THE ASSIGNMENT WITH THE IDENTIFIED CCR STANDARD(S) FROM THE TARGETED LEVEL OF LEARNING	
3 EXCELLENT	The demands of the assignment are clearly consistent with all aspects of the content of the identified standard(s).
2 STRONG	The demands of the assignment are consistent with the <i>most critical aspects</i> of the identified standard(s). However, some of the <i>less critical aspects</i> of the standard(s) may not be addressed.
1 WEAK	The assignment demands do not address the <i>most critical aspects</i> of the identified standard(s). However, some of the <i>less critical aspects</i> of the standard(s) are addressed.
0 NO ALIGNMENT	No CCR Standards match the demands of the assignment.


PA Adult Education Resources 49

Notes:


Page 2 of the Student Work Protocol includes this chart which helps you identify how strongly aligned the assignment is to each standard. Essentially, the question it's asking is, "Is the assignment a good measure for how proficient students are with the identified standards?"


Step 2 - Guiding Questions

Step 2 - Guiding Questions



1. Which CCR Standards best match the content and performance demands of the assignment? Are there any gaps between the demands of those standards and the assignment?
2. Is the assignment more closely aligned with CCR Standards from a lower or higher level?
3. Is one or more of the key shifts evident in the assignment?



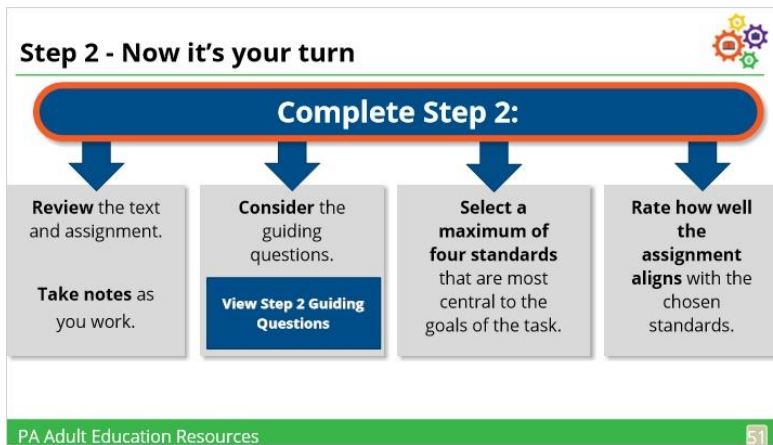
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Notes:

Here are the guiding questions for discussion of Step 2. As mentioned in Step 1, teachers have had varied opinions about the purpose and demands of this assignment. You might think this would mean it isn't aligned to any standards at all.

However, keep in mind that this step can be very subjective, which is why looking at the actual student work in Step 3 helps to solidify the process before you make changes in Step 4. You may feel it is strongly aligned to one or more fraction or geometry standards and then see student work that isn't related to them at all. You may possibly see student work demonstrating competency in standards which you didn't feel the assignment is aligned to.

Step 2 - Now it's your turn



Notes:

Take a few moments to identify a maximum of four standards that are most central to the goals of the task. Use the chart on the Student Work Protocol worksheet to rate how well the assignment is aligned to each identified standard. Be sure to take notes on which standards you chose and the rating, as well as any notes and observations. This information will be helpful as you complete Step 4: Revising the Assignment.

Once you've completed Step 2, advance to the next slide.

Guiding Questions (Slide Layer)


Guiding Questions

1. Which CCR Standards best match the content and performance demands of the assignment? Are there any gaps between the demands of those standards and the assignment?
2. Is the assignment more closely aligned with CCR Standards from a lower or higher level?
3. Is one or more of the key shifts evident in the assignment?


PA Adult Education Resources 51


Sample Assignment #1 – Targeted Standards


Sample Assignment #1 – Targeted Standards



Task Description: Students use fractional parts of a whole, properties of shapes, congruency, and computation using fractions and money to determine the fair value and total worth of eight fields.

 *Click here to view the standards the assignment was intended to be aligned to.*




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Notes:

In case you are curious, here are the standards the assignment was intended to be aligned to. Keep in mind that we normally would not ask the presenting teacher to share which standards they chose for the lesson at this point, but we are sharing this for training purposes.



Task 1 (Slide Layer)

Sample Assignment #1 – Targeted Standards



Task Description: Students use fractional parts of a whole, properties of shapes, congruency, and computation using fractions and money to determine the fair value and total worth of eight fields.

Standards:
4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.



Use the scrollbar to complete this reading

Step 3 - Materials

Step 3 - Materials

- Math Student Work Protocol
- Math Student Work Samples 1-5

Resources

Reminder: Find these materials in the Resources tab of this course.

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Notes:

Here is a list of the materials you will need to review as we walk through Step 3 of the Student Work Protocol. You can access these by clicking on Resources and downloading the files.

Step 3 - Analyze Student Work

Step 3 - Analyze Student Work

Take time to consider **each sample of student work individually**, and **make notes** in the chart.

Work **collectively** to compare and reconcile individual reflections and to **identify** patterns across the work samples.

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Notes:

At this point, you should have identified what you or your group feels are the purpose and demands of the assignment as well as which CCR Standards and math practices you think the assignment is aligned to. Now we will look at some samples of student work to see whether the student work reflects what you have identified.

You will look at each sample individually and complete the chart in Step 3 of the Student Work Protocol. Then, you will look to identify patterns throughout the whole of the student work. The next slide will provide more information about the chart.

The presenting instructor will fully participate in Steps 3 and 4.

Student Work Sample

Student Work Sample	(1) What does the student's work demonstrate about the depth of his/her understanding of the content?	(2) What does the student's work demonstrate about his/her proficiency with the demands of the targeted CCR standards, including the Standards for Mathematical Practice?	(3) According to the scoring guidelines and answer keys, what is the student's proficiency regarding the targeted CCR standards? (If no scoring guidelines are provided, mark with N/A.)
Student # 1			
Student # 2			

Use the information you wrote in the columns to compare student responses and find patterns across the collection.

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Notes:

Each row of the chart is used for a different student work sample. It is a good idea to number each sample so that when you work in groups, you can make sure you are talking about the same samples at the same time.

For each sample, you will answer three questions. The first question asks what the student work demonstrates about their understanding of the content in general, while the second asks more specifically about the standards you identified. These are intended to give you a better picture of how well aligned the assignment or activity is to the targeted standards.

The third question asks whether the student actually demonstrates proficiency. This may provide helpful information about how to score student work. Also, if a majority of students don't demonstrate proficiency, the group can consider whether it is related to the assignment, or if it's about the lesson that preceded the assignment. You may notice the directions tell you to skip ahead to Step 4 if there is no scoring guideline or answer key provided, although that may be a judgment call depending

on the situation.

On the next slide, we'll look at Student Work Sample #1 together. Before advancing to the next slide, look at the chart and think about how you would respond to the three questions.

Sample Assignment #1 – Student Work Samples

Sample Assignment #1 – Student Work Samples

Let's look together at Student #1.

Notice that this student showed some work and notes on the graphic, ...

... included some calculations...

... provided some evidence of mathematical thinking, and ...

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Notes:

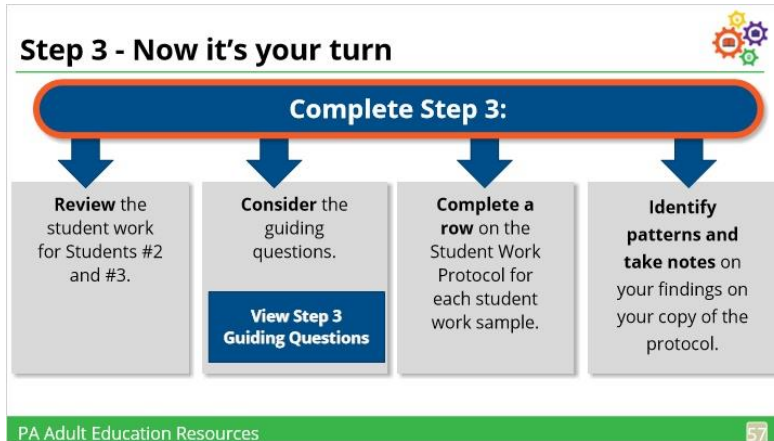
What kinds of observations did you make? As with the other steps, different teachers may have different observations.

Let's look at Student Work Sample #1 together. First, notice that the student did not address the first question of the assignment that asks for the fraction of the total value for each field. In fact, this student didn't use fractions at all, so if you determined this to be an assignment aligned to fractions standards, that's a pretty big problem! Keep in mind, this is only one sample, though, so it will be helpful to see whether other students used fractions in their work.

Although the student doesn't use fractions, they still do math work well. If you were thinking that this is more of a geometry assignment, the student demonstrates proficiency with standard 3.G.2, which includes partitioning shapes into parts with equal areas. The student demonstrates the ability to make sense of a problem and also explains their reasoning well. These abilities represent Math Practices 1 and 3.

You may have noticed evidence of other competencies or practices in this student's work. Make sure to note them, and then repeat this process for the remaining student work samples.

Step 3 - Now it's your turn



Notes:

Review the student work for Students #2 and #3. Answer each of the guiding questions and record your findings on the Student Work Protocol worksheet. If you were doing this work with other teachers, remember that you'd want to review all of the student work individually before discussing it as a group. This step will take about 20-25 minutes; however, you may work through this more quickly since there are only three samples of student work, and we already did one together.

After you have analyzed the student work, advance to the next slide for information about the last step of the Student Work Protocol.

Guiding Questions (Slide Layer)

Guiding Questions


1. What does the pattern of student responses show about students' understanding of the mathematical context of the assignment?
2. What are the most frequent and fundamental problems students appear to have with the assignment? Are there common errors made across the collection of student work?
3. What does the student work tell us about the kind and level of knowledge and skills students have learned and still need to learn? What are the implications of the findings regarding needed additional instruction or re-envisioning of the assignment?

Use the scrollbar to complete this reading

PA Adult Education Resources 57

Sample Assignments

Sample Assignments - Conclusions



Two out of five students did not use fractions. The other three used fractions but did not use the whole field as the whole.

Student Work 3

PA Adult Education Resources 58

Notes:

What did you notice after reviewing the student work? When doing this step in a group, it may be helpful to use the guiding questions to guide discussion. Some common conclusions from other teachers who have gone through this training include:

- Two out of the five students did not use fractions at all. One noted the need to find fractions but then didn't do, it while the other used a different approach to finding the values.
- The three students who used fractions didn't use the whole field as the whole. They broke it down into four equal parts and then broke each of those parts down for their fractions, using halves, thirds and sixths.

- Four students got the correct value for each field, demonstrating good problem-solving skills.

A lot of teachers felt when doing the assignment themselves that the directions should be more explicit, especially the first question, which asked for fractions of the total value. Looking at the student work confirmed this.

Materials

Materials

- Math Student Work Protocol
- Redesigned Assignment template for Math
- CCR Standards for Mathematics
 - CCR Content Progressions (Math Tool 2)
 - Math Practices Tools (Math Tool 3, Math Tool 3a)

Resources

Reminder: Find these materials in the Resources tab of this course.

Student Work 3

PA Adult Education Resources 59


Notes:

Here is a list of the materials you will need to review as we walk through the final step in the protocol. You can access these by clicking on the Resources tab and downloading the files.

Step 4 - Redesign and Strengthen the Assignment

Step 4 - Redesign and Strengthen the Assignment

<p>Review your notes from Steps 1–3.</p> <p>Decide collectively how to strengthen the assignment so that it aligns more closely with the CCR Standards.</p>	<p><i>Then ...</i></p> <p>Provide time for the presenting instructor to outline the instructional practices that will be used in “new” lessons.</p> <ul style="list-style-type: none">• Look beyond the specific assignment to draw conclusions about what the group has learned in the process.• Consider ideas for additional professional development.
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Notes:

You are now ready to redesign the assignment. Review your notes from the first three steps and make changes to better align the assignment to the intended CCR Standards. The guiding questions for Step 4 are found on Page 7 of the Student Work Protocol.

Some groups working with this assignment already had ideas to strengthen the assignment and started to redesign it right away, while others wanted to go through the guiding questions first. Remember, this is a tool for you to use in a way that helps to align your assignments to the CCRS.

It will also be good for teachers who will be using the assignment to consider possible changes to instruction and how the assignment is used.

Sample Assignment #1 – Catalogue the Improved Assignment

Sample Assignment #1 – Catalogue the Improved Assignment

Title: A Farmer's Fields

List targeted CCR standards here.

Make suggestions to improve alignment here.

Summarize recommended instructional approaches here.

PA Adult Education Resources 61

Notes:

You can use the Redesigned Assignment for Mathematics tool to list CCR Standards, make suggestions to improve the assignment, and recommend instructional approaches.

Reminders for Step 4

Reminders for Step 4

Use the standards more than the details of the original assignment to guide your redesign.	Add standards if it seems appropriate.	
Decide what to keep, delete, and/or add to the assignment based on all the data collected to:		
Better align the assignment with the CCR Standards.	Promote active problem-solving, exploration, and/or critical thinking.	Address student errors and misconceptions.

PA Adult Education Resources 62

Notes:

Here are a few things to consider as you redesign the assignment:

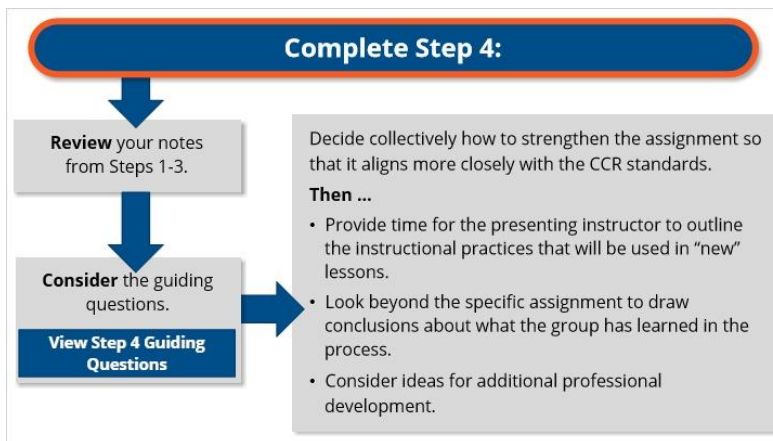
Try to mold the assignment to the standards you want it to focus on. You may want

to add new standards if they are appropriate.

Whatever changes you make, you should always be looking to do the following three things:

- Strengthen the alignment to the given standards.
- Promote use of the math practices.
- Address student misconceptions.

Complete Step 4



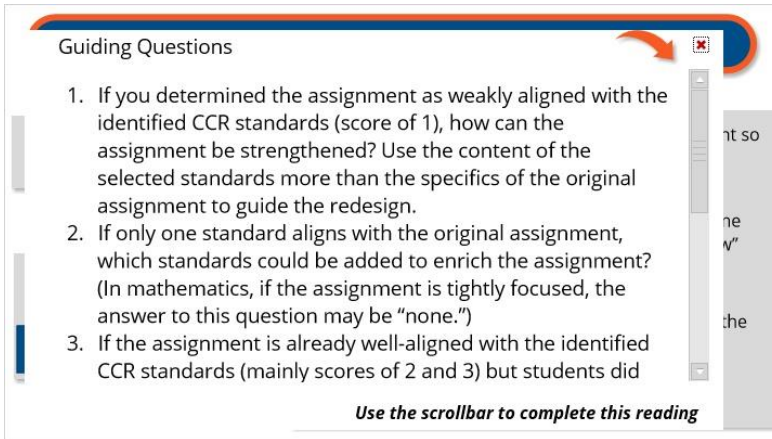
Notes:

Now it's your turn to work through Step 4. You'll want to review your notes from Step 1-3 and consider the guiding questions as you develop ideas for how to redesign the assignment. When you are doing this step with other teachers, you'll also want to be sure that the presenting instructor has time to outline the instructional practices that will be used in the new lesson. Unlike the other steps, there is no independent time for Step 4. Your group will redesign the assignment together.

Once this process is finished, you'll want to look beyond the specific assignment to discuss what the group has learned through this process. This can be used to identify areas for future professional development.

Please take some time now and complete Step 4. Once you've had a chance to take some notes on your Student Work Protocol worksheet, advance to the next screen.

Guiding Questions (Slide Layer)

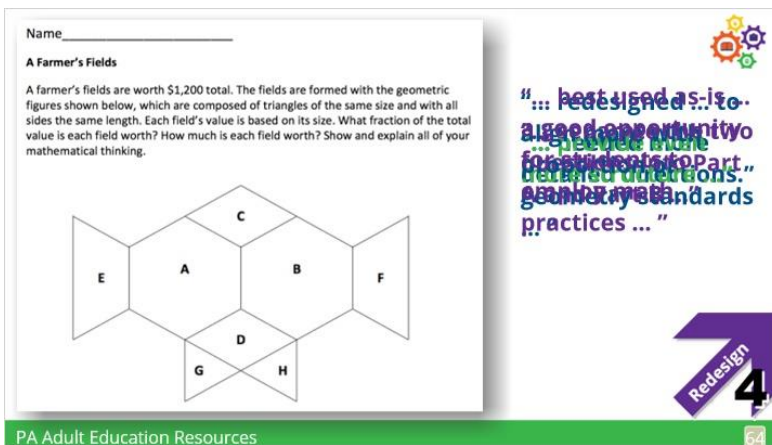


Guiding Questions

1. If you determined the assignment as weakly aligned with the identified CCR standards (score of 1), how can the assignment be strengthened? Use the content of the selected standards more than the specifics of the original assignment to guide the redesign.
2. If only one standard aligns with the original assignment, which standards could be added to enrich the assignment? (In mathematics, if the assignment is tightly focused, the answer to this question may be "none.")
3. If the assignment is already well-aligned with the identified CCR standards (mainly scores of 2 and 3) but students did

Use the scrollbar to complete this reading

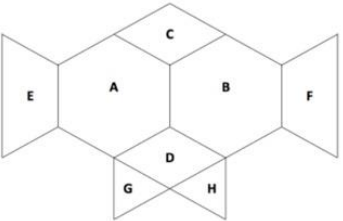
A Farmer's Fields Assignment



Name _____

A Farmer's Fields

A farmer's fields are worth \$1,200 total. The fields are formed with the geometric figures shown below, which are composed of triangles of the same size and with all sides the same length. Each field's value is based on its size. What fraction of the total value is each field worth? How much is each field worth? Show and explain all of your mathematical thinking.



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Redesign 4

"... redesigned as it aligned opportunity for students to Part... detailed directions... geometry standards practices ..."

Notes:

Here are some ways that other teachers thought the assignment could be improved.

Most groups liked the assignment but felt it needed more detailed directions. Several felt all that was needed was to separate the two questions into Part A and Part B so that the fraction of the total value was emphasized. A few wanted to provide even more structure to ensure students worked with fractions to measure

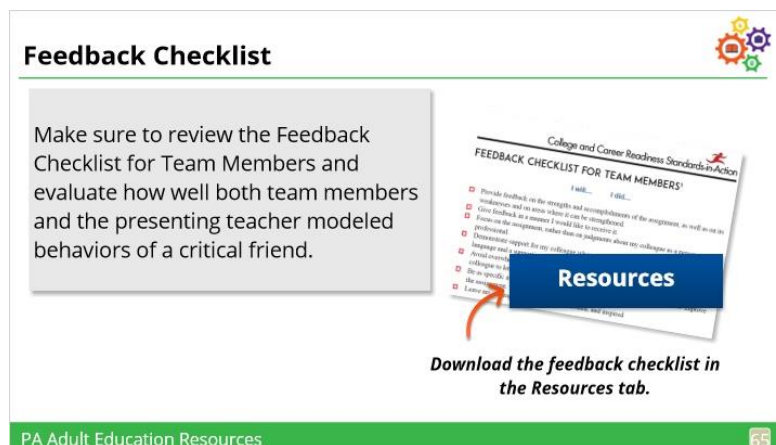
the specific standards they targeted.

Some groups redesigned the assignment to align more with proportion or geometry standards by removing the first question and replacing it with questions that prompted students to answer in a specific way.

Some felt the assignment was best used as-is for more of a general problem-solving assignment. They recognized it might not be aligned well enough to specific standards but offered a good opportunity for students to employ math practices.

The important thing is that the assignment will provide an opportunity for students to demonstrate the skills within the standards or practices the teacher chose for the lesson plan. That is the mark of a quality assignment!

Feedback Checklist



Feedback Checklist

Make sure to review the Feedback Checklist for Team Members and evaluate how well both team members and the presenting teacher modeled behaviors of a critical friend.

Resources

Download the feedback checklist in the Resources tab.

PA Adult Education Resources


66

The image shows a slide with a title 'Feedback Checklist' and a decorative gear icon. A text box contains instructions to review the checklist and evaluate team members and the presenting teacher. To the right is a preview of the 'College and Career Readiness Standards in Action' 'FEEDBACK CHECKLIST FOR TEAM MEMBERS'. The checklist includes items like 'Provide feedback on the strengths and accomplishments of the assignment, as well as on its weaknesses and on areas where a peer is struggling', 'Give feedback in a way that is respectful and helpful', 'Focus on the assignment, rather than on judgments about my colleague as a person', 'Demonstrate respect for my colleague's perspective', 'Offer constructive suggestions for improvement', 'Be on time', and 'Leave my seat'. A blue 'Resources' button is overlaid on the checklist, with an orange arrow pointing to it. Below the button, text says 'Download the feedback checklist in the Resources tab.' The slide footer includes 'PA Adult Education Resources' and a small '66' icon.

Notes:

After you've completed Steps 1 through 4, it's important for team members to go back and review the Feedback Checklist for Team Members. There's also a different checklist for the presenting instructor. This helps to evaluate how well team members served as critical friends. By modeling the behaviors of a critical friend, you can ensure that the feedback you provide for redesigning the lesson is informative, respectful, and encouraging.


End of Mathematics Assignment


You have completed the Mathematics Student Work Protocol 

CONGRATULATIONS!
You've completed this section.

You've reached the end of this section. The next section of the module is:

Conclusion

 **Math Facilitator Guide**
Download the facilitator guide in the Resources tab.

 **Click here: ELA SWP**
If you would like to view the ELA SWP, click here.

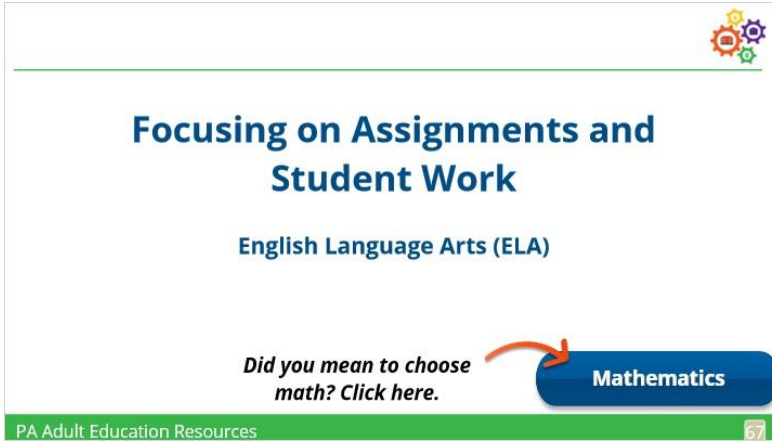
Notes:

Congratulations you have completed the Student Work Protocol for math.

If you would like to walk through the protocol for ELA, click the Student Work Protocol for English language arts button on the screen. Please be sure to download any resources you'll need in the future. The facilitator guide for math can be found in the Resources section. Please advance to the next section to continue the module.

English Language Arts

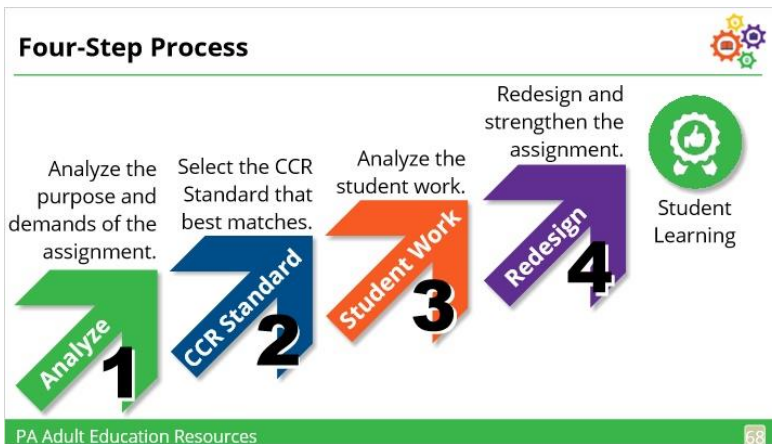
Focusing on Assignments and Student Work - English Language Arts



Notes:

In this section of the module, you'll have the opportunity to use the Student Work Protocol to look at student work from an English language arts (ELA) assignment. If you intended to select the mathematics assignment, you may select this button on the screen.

Four-Step Process



Notes:

Remember, the Student Work Protocol utilizes four steps. First, you will look for the purpose and demands of the assignment. After considering those, the next step is to identify the appropriate CCR Standards. The third step is to analyze the student work samples, and then you should be ready to strengthen the assignment.

We'll walk through each of these steps together to see how the process works with a sample assignment. Let's begin with Step 1.

Step 1 - Materials Needed

Step 1 - Materials Needed

- ELA Lion Hunting Text
- ELA Lion Hunting Assignment
- ELA Student Work Protocol

Resources

Find these materials in the Resources tab of this course.

Analyze 1


PA Adult Education Resources 68

Notes:


For the first step of the process, you'll need the following materials. You will be returning to all three of these documents throughout the protocol, so download them and keep them handy. You may find it easier to print them. Please be sure to only look at these resources for the first two steps. You'll have the opportunity to look at the student work in Step 3. Once you have your materials ready, click Next to advance to the next slide.

Step 1 - Procedural Steps

Step 1 - Procedural Steps



- Instructors work **individually** to develop a **focused understanding** of the assignment and record their thoughts.
- The group gathers to **build consensus**.
- The presenting teacher **listens, but does not share yet**.



PA Adult Education Resources 70

Notes:


When you're working on Step 1 with a group of instructors, you'll first want to have each team member identify and analyze the purpose and demands of the assignment individually. Then, the group can share their thoughts and build consensus.

Though it may be difficult, the presenting instructor should not intervene in the group discussion and allow other members to build their own opinions and take the assignment at face value using the evidence they can actually see.


If you were doing this work with a group of teachers, you'd typically want to spend about 10 -15 minutes on this step.


Tips for completing Step 1

Step 1 - Tips for completion



- Use only the **directions, prompts, and scoring guides provided** to **analyze** the assignment's requirements.
- Take the assignment at **face value**.
- Study the assignment thoroughly, **making notes** and **observations** about the **purpose and demands** of the assignment.



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Notes:

When making observations about the assignment:


- Look only at the assignment with its prompts and directions, including scoring guidelines and rubrics only if supplied to the students. (No other supporting materials should be out yet.)
- Try not to make any assumptions, presuppositions, or other inferences when viewing the materials. Determine what is required of the students only from what is evidenced by the assignment materials.
- Make notes on any observations in the space provided under Step 1 of the Student Work Protocol.


Step 1 - Analyze the Purpose and Demand of the Assignment

Step 1 - Guiding Questions



1. What do you think students would learn from completing this assignment?
2. Why might an instructor give this assignment?
3. If scoring guidelines are provided to students, is it clear what students need to know and be able to do to successfully complete the assignment?



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Notes:

In Step 1, we'll begin by looking at the purpose and demands of the assignment. You'll only be looking at the materials that students see, or student-facing materials, since we want to look at this from the perspective of the student.

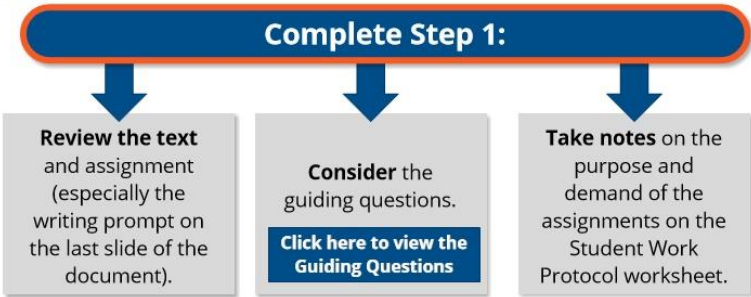
Here are some guiding questions to consider for this step. As you work through this with other teachers in your agency, these questions can help generate and focus discussion to determine what the purpose and demands of the assignment are. If you were doing this work with a group of teachers, you'd typically want to spend about 10 -15 minutes on this step.

Step 1 - Now it's your turn


Step 1 - Now it's your turn



Complete Step 1:



```
graph TD; A[Complete Step 1:] --> B[Review the text and assignment (especially the writing prompt on the last slide of the document).]; A --> C[Consider the guiding questions. Click here to view the Guiding Questions]; A --> D[Take notes on the purpose and demand of the assignments on the Student Work Protocol worksheet.];
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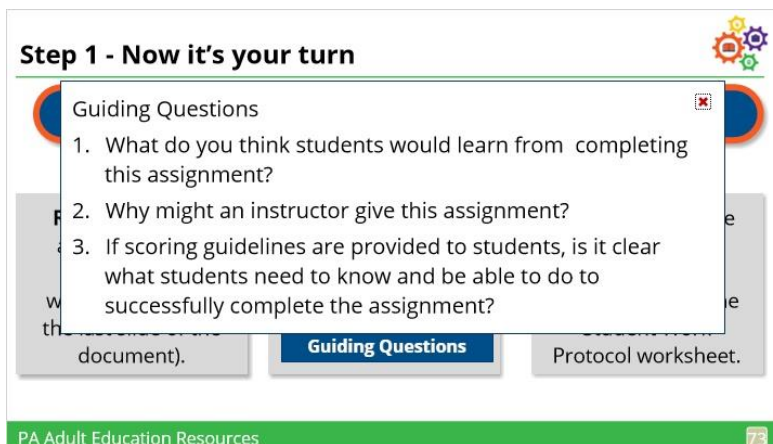
Notes:

Take a few moments and read through the Lion Hunting text and the assignment. If you are using the Student Work Protocol with a lesson developed by a teacher at your agency, keep in mind that the presenting teacher (or the teacher who created the assignment) does not provide any input in this step because we want to see how students may view this lesson.

Consider the guiding questions and take notes on the purpose and demand of the assignment on the student work protocol worksheet.

Once you've completed Step 1, advance to the next slide.

Guiding Questions (Slide Layer)



The screenshot shows a presentation slide titled "Step 1 - Now it's your turn" with a gear icon in the top right corner. A white box titled "Guiding Questions" is overlaid on the slide, containing three numbered questions. Below the box, a blue button labeled "Guiding Questions" is visible. The slide footer includes "PA Adult Education Resources" and the number "73".

Step 1 - Now it's your turn

Guiding Questions

1. What do you think students would learn from completing this assignment?
2. Why might an instructor give this assignment?
3. If scoring guidelines are provided to students, is it clear what students need to know and be able to do to successfully complete the assignment?

document). **Guiding Questions** Protocol worksheet.

PA Adult Education Resources 73

Step 1 - Findings

Step 1 - Findings

NEWSLEA
Famous lion's killing has the world angry about big-cat hunts
By Associated Press, last updated by Newslea staff on 03/05/15
Word Count: 823 100%

Assignments

- Work on your Fast Forward lessons.
- Practice your vocabulary words - writing sentences and/or using your academic vocabulary list.
- Remember to ask your teacher if you have any questions.

Writing Assignment:
Write an answer to this question using information from the passage.
People disagree on whether lion hunting for sport should be legal. According to the article, which side has the strongest arguments?
Be sure to use information from the article to back up your answer.

Analyze 1

PA Adult Education Resources 78

Notes:

What did you determine to be the purpose and demands of the assignment?

When this assignment was reviewed by groups of adult education teachers, they generally found that the purpose of the assignment was to have students compare two sides of an argument and determine which argument was the strongest.

Other adult education teachers found that this assignment might be given to help students build reading, writing, and reasoning skills.


Since there was no scoring guideline provided to students, it was determined that students may not have a clear idea of what they need to know or be able to do to successfully complete the assignment.

Do these sound similar to what you found? Is there anything that you would add or change? When you use the Student Work Protocol with a group of teachers, you may notice that different individuals have different observations about an assignment. This is normal, since this is a subjective exercise, but you should usually be able to come to a consensus about the most important purpose of the assignment.

Step 2 - Materials Needed

Step 2 - Materials Needed

- ✓ ELA Lion Hunting Text
- ✓ ELA Lion Hunting Assignment
- ✓ ELA Student Work Protocol
- A copy of the CCR Standards**



Reminder: Find these materials in the Resources tab of this course.

PA Adult Education Resources 78


Notes:

For the second step of the process, you'll need the following materials. You should already have the first three documents available from Section 1. If you need additional copies, you can download these by clicking on Resources and downloading the attachments. You will also need a copy of the College and Career Readiness Standards.


Please be sure to only look at these resources for the first two steps. You'll have the opportunity to look at the student work in Step 3. Once you have your materials ready, click Next to advance to the next slide.


Step 2 - Select the CCR Standards That Best Match the Assignment's Demands

Step 2 - Guiding Questions



1. Which level-specific CCR Standards (up to four) best match the content and demands of the assignments assigned in Step 1?
2. Is the assignment more closely aligned with CCR Standards from a higher or lower level?
3. Is one or more of the key shifts (text complexity, evidence, knowledge) evident in the assignment?



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Notes:


In Step 2, we're choosing the College and Career Readiness Standard that best matches the assignment's demands.

In order to do this, look at the assignment and its supporting materials to determine which standard or standards best match the content and performance demands of the assignment that were identified in Step 1. After you do that, you'll rate how well the assignment aligns to the standards.

This slide shows some guiding questions you'll want to consider as you complete this step.

Alignment of the Assignment Rubric

ALIGNMENT OF THE ASSIGNMENT WITH THE IDENTIFIED CCR STANDARD(S) FROM THE TARGETED LEVEL OF LEARNING	
3 EXCELLENT	The demands of the assignment are clearly consistent with all aspects of the content of the identified standard(s).
2 STRONG	The demands of the assignment are consistent with the <i>most critical aspects</i> of the identified standard(s). However, some of the <i>less critical aspects</i> of the standard(s) may not be addressed.
1 WEAK	The assignment demands do not address the <i>most critical aspects</i> of the identified standard(s). However, some of the <i>less critical aspects</i> of the standard(s) are addressed.
0 NO ALIGNMENT	No CCR Standards match the demands of the assignment.



PA Adult Education Resources  81

Notes:

Once you've identified some standards for the assignment, you'll want to rate how well the assignment aligns with the standard. This chart shows the rating scale to use. As you rate the alignment to the standards, you may want to keep this question in mind. "How well does the assignment provide an opportunity for the student to demonstrate the skills in the standard?"

Step 2 – Procedural Steps

Step 2 – Procedural Steps
<ul style="list-style-type: none">• Instructors work individually to record their thoughts and observations about the standards that align with the assignment.• The group gathers to come to consensus about the selected standards. The presenting teacher listens but does not share yet.• Finally, the presenting teacher shares their input.

PA Adult Education Resources   CCR Standard 2 82

Notes:

When you're working on Step 2 with a group of instructors, you'll want to allow each team member the opportunity to identify potential targeted standards individually.

Then, the team can come together to discuss their thoughts and come to a consensus.


Though it may be difficult, the presenting instructor should not participate in the discussion, but rather listen to their colleagues' thoughts and opinions. Once a consensus is formed, the presenting instructor can share what standards they were targeting.

If you were doing this work with a group of teachers, you'd typically want to spend about 10 -15 minutes on this step.

Tips for completing Step 2

Tips for completing Step 2		
Follow the Critical Friends Model	Use only evidence available in the assignment.	Inferences and/or assumptions on what might have been intended are not evidence of CCR alignment.

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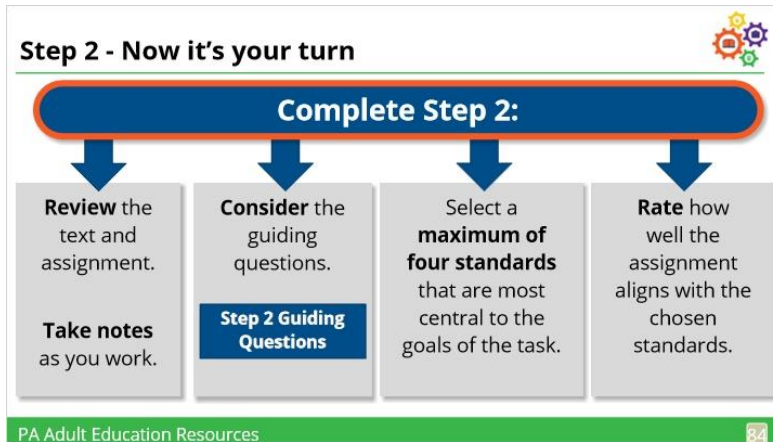


Notes:

As you work through Step 2 with a group of teachers, you may find that there may be some disagreement with which standards are being addressed or the rating. You'll want to be sure that you follow the Critical Friends Model and discuss these items in a respectful way. Your group should come to some consensus regarding the standards. The presenting instructor will also be able to provide input after the other team members have had a chance to share their thoughts.

Make sure that you focus only on evidence available from the assignment when selecting standards and determining alignment. Do not assume skills and knowledge that are not obvious or readily apparent in the assignment.

Step 2 - Now it's your turn



Notes:

Take a few moments and identify a maximum of four standards that are most central to the goals of the task. Use the chart on the Student Work Protocol worksheet to rate how well the assignment is aligned to each identified standard. Be sure to take notes on which standards you chose and the rating, as well as any notes and observations. This information will be helpful as you complete Step 4: Revising the Assignment.

Once you've completed Step 2, advance to the next slide.

Guiding Questions (Slide Layer)

Step 2 - Now it's your turn

Guiding Questions

1. Which level-specific CCR standards (up to four) best match the content and demands of the assignments assigned in Step 1?
2. Is the assignment more closely aligned with CCR standards from a higher or lower level?
3. Is one or more of the key shifts (text complexity, evidence, knowledge) evident in the assignment?

PA Adult Education Resources 84

Step 2 - Debrief

Step 2 - Debrief

Possible Standards	Possible Alignment Rating
Reading 1, Level D Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2
Reading 8, Level D Delimitate and evaluate the argument and specific	

Use the scrollbar to view the possible standards.

PA Adult Education Resources 85

Notes:

What standards did you identify for this assignment?

These are the standards that the presenting teacher intended to address. When this assignment was reviewed by groups of adult education teachers, they generally found similar standards. This slide includes possible standards and alignment ratings.

Keep in mind that your response doesn't have to exactly match the example on this slide. When you conduct the Student Work Protocol with other teachers, you'll just want to be sure there is consensus on the standards and ratings.

It's also important to note that the rating doesn't mean that there isn't room for improvement for the assignment, but don't jump ahead to trying to fix the assignment just yet. You'll want to look at the student work before you complete that last step.

Step 3 - Materials Needed

Step 3 - Materials Needed

- ✓ ELA Lion Hunting Text
- ✓ ELA Lion Hunting Assignment
- ✓ ELA Student Work Protocol
- ✓ A copy of the CCR Standards
- ELA Student Work**

Resources

Reminder: Reminder: Find these materials in the Resources tab of this course.

Student Work **3**


PA Adult Education Resources 86

Notes:


In addition to the materials you needed for Steps 1 and 2, you will now need to look at the student work for the assignment, which you can access by clicking on Resources and downloading the file. You may want to print the student work so you can easily reference it as you work through the next two steps.

Step 3 - Guiding Questions

Step 3 - Guiding Questions



1. What does the student's work demonstrate about the depth of their understanding of the content?
2. What does the student's work demonstrate about their proficiency with the demands of the targeted CCR Standards?
3. According to the scoring guidelines and answer keys, what is the student's proficiency regarding the targeted CCR Standards? (If no scoring guidelines are provided, mark with N/A.)




PA Adult Education Resources 87

Notes:


In Step 3, you'll look at each student's work individually and consider these three guiding questions.

Step 3 – Procedural Steps

Step 3 – Procedural Steps



- **Remove names** from student work samples. **Add numbers** so they can be more easily referenced.
- Instructors work **individually** to record their thoughts and observations.
- The group **gathers to share observations** about individual student work.
- The presenting instructor can **participate fully in Steps 3 and 4.**



PA Adult Education Resources 88

Notes:

Before beginning Step 3, remember to number the student work samples so they can more easily be referenced in the review and discussion process. All student identifiers, such as names or ID numbers, should be stripped from the student work before reviewing.

As usual, the instructors should first examine the student work individually and then share their observations with the group. As with the other steps, the instructors should use the Critical Friends Model and be sure to refer to evidence when making observations.

The presenting instructor will fully participate in Steps 3 and 4.

If you were doing this work with a group of teachers, you'd typically want to spend about 20-25 minutes on this step.

Student Work Sample

Use one row to record notes for each individual sample of student work.

Use these questions to guide your thinking and discussion.

Use the information you wrote in the columns to compare student responses and find patterns across the collection.

PA Adult Education Resources 89


Notes:

You'll want to record your notes for the guiding questions for each student's work in a single row. When you're doing this process with other teachers, you'll want to first look at the student work individually and record your notes. After everyone has completed their analysis, then you'll debrief as a group to identify patterns in the student work samples.

Remember to number the student work samples so they can more easily be referenced in the review and discussion process. All student identifiers, such as names, or student ID numbers, should be stripped from the student work before reviewing.

We'll look over Student #1's work together as an example.


Student Work Analysis – Student #1



Student Work Analysis – Student #1

Student 1

Some tourist think lion hunting is very exciting. I think from the passage that is mostly frowned upon except for the people trying to kill them or make money off of them. They are an endangered species and the laws to protect the lions are poorly followed. Even by there own people! It sounds pretty sad for a lion to hunt for his food and in the end be hunted. Also in opinion lions being bred and raised to kill them is just as bad as dog fighting. Its is a very great thing that people track these animals to protect them. Otherwise they might all be dead. I'm sure we need these animals in the world for important reasons other than money. Why would they be here if we didn't?




PA Adult Education Resources 90

Notes:


Here is what Student #1 wrote. You'll most likely find it easier to look at the version you downloaded. First, review the student work and consider the guiding questions, taking notes in your Student Work Protocol worksheet. Then, advance to the next slide.

Student Work Analysis – Student #1



Student Work Analysis – Student #1

	(1) What does the student's work demonstrate about the depth of his/her understanding of the content?	(2) What does the student's work demonstrate about his/her proficiency with the demands of the targeted OCR standards?	(3) According to the scoring guidelines and answer keys, what is the student's proficiency regarding the targeted OCR standards? (If no scoring guidelines are provided, mark with N/A.)
Student #1	The student understands the two sides of the lion hunting debate. However, the student used a lot of personal opinion and limited evidence from the passage. The student also didn't clearly state which side he/she thought was best supported. The writing included misspellings, typos, missing punctuation, and a casual writing style.	The student doesn't know how to cite evidence from the text. The student doesn't demonstrate the ability to evaluate an argument. The student did write arguments, but didn't always include clear reasons and relevant evidence.	n/a



PA Adult Education Resources 91

Notes:

Based on the work from Student # 1, what notes did you take for Question #1? Your notes may include some of the following comments:

For Question #1: What does the student’s work demonstrate about the depth of their understanding of the content?

Your notes may include comments about how the student understands the two sides of the lion hunting debate. However, the student used a lot of personal opinion and limited evidence from the passage. The student also didn’t clearly state which side they thought was best supported. The writing included misspellings, typos, missing punctuation, and a casual writing style.

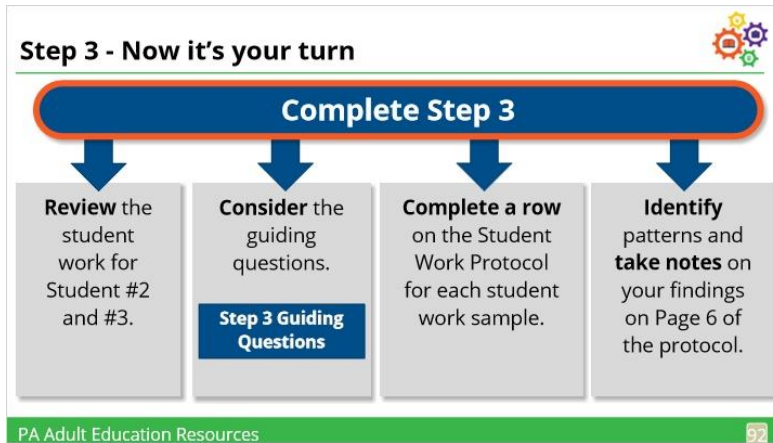
For Question #2: What does the student’s work demonstrate about their proficiency with the demands of the targeted CCR standards?

Your notes may include comments about how the student doesn’t cite evidence from the text. This is related to Reading Anchor Standard 1. When looking at Reading Anchor Standard 8, the student also doesn’t demonstrate ability to evaluate an argument. The student can state opinions as evidence but doesn’t evaluate the argument and claims in the text. Finally, in terms of Writing Anchor Standard 1, the student did write arguments, but didn’t always include clear reasons and relevant evidence.

Since there is no scoring guide or answer key provided to the student, we can respond to Question #3 with n/a.

Take a minute and consider these notes for Student #1’s work. Are they similar to yours? What would you add or change?

Step 3 - Now it's your turn



Notes:

Now take a look at the work from Student #2 and Student #3. Answer each of the guiding questions and record your findings on the Student Work Protocol worksheet. If you were doing this work with other teachers, remember that you'd want to review all of the student work individually before discussing it as a group. This step will take about 20-25 minutes; however, you may work through this more quickly since there are only three samples of student work and we already did one together.

After you have analyzed the student work, advance to the next slide for information about the last step of the Student Work Protocol.

Guiding Questions (Slide Layer)

Step 3 - Now it's your turn


Guiding Questions

1. What does the student's work demonstrate about the depth of his/her understanding of the content?
2. What does the student's work demonstrate about his/her proficiency with the demands of the targeted CCR standards?
3. According to the scoring guidelines and answer keys, what is the student's proficiency regarding the targeted CCR standards? (If no scoring guidelines are provided, mark with N/A.)

PA Adult Education Resources 92


Step 3 - Debrief

Step 3 - Debrief



Patterns you may have identified:

Students tended to understand the two sides of the argument.	Students aren't able to cite evidence from the text.	Students don't fully analyze an argument.
Students' responses varied in the amount of evidence from the text used.	Students' writing styles tended to be more conversational than formal.	

PA Adult Education Resources 

Notes:

What patterns did you find when analyzing the student work?

When groups of adult education teachers analyzed this lesson, they noted some of these patterns:

- Students tended to understand the two sides of the argument.
- Students aren't able to cite evidence from the text.
- Students don't fully analyze an argument.
- Students' responses varied in the amount of evidence from the text used.
- Students' writing styles tended to be more conversational than formal.

Are there other items you would add or change? When you're working through Step 3 with other teachers, you'll want to discuss your individual findings and hear what others have found in order to identify some patterns in the student work. In your discussion, you'll want to consider what the student responses show about the students' understanding of the text. What are frequent and fundamental problems that you see? Are there common errors?

You'll also want to consider what the student work tells us about the kind and level of knowledge and skills students have learned and still need to learn. Does the student work show any patterns that demonstrate the clarity and the alignment of

the assignment? You'll also want to consider in what ways the assignment allows (or does not allow) students to demonstrate various levels of proficiency with the targeted standards. The information from this discussion will be helpful for Step 4.

Step 4 - Materials Needed

Step 4 - Materials Needed

- ✓ ELA Lion Hunting Text
- ✓ ELA Lion Hunting Assignment
- ✓ ELA Student Work Protocol
- ✓ A copy of the CCR Standards
- ✓ ELA Student Work
- Redesigned Assignment for ELA/Literacy template**
- Feedback Checklist for Team Members**

Resources

Reminder: Find these materials in the Resources tab of this course.

Redesign 4


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Notes:


Now that you've completed Steps 1-3, you have the opportunity to redesign the assignment using the information you found in the previous steps. Please download the Redesigned Assignment for ELA/Literacy worksheet and the Critical Friends Checklist. You may want to print these documents so you can easily reference them as you work through the final step. Any documents that you need from the previous steps can be found by clicking on Resources and downloading the file.


Step 4 – Guiding Questions

Step 4 – Guiding Questions



1. If only one standard aligns with the original assignment, which other standards could be added?
2. For weakly aligned standards (score of 1), how can the assignment be strengthened?
3. If the assignment is well-aligned with the identified CCR Standard (scores of 2 and 3), but students did not do well, what changes might help students reach proficiency?
4. For well-aligned standards (scores of 2 and 3) and students did well, how might students be challenged further?



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Notes:

In Step 4, you'll have the chance to redesign the assignment to strengthen it. While you have probably been thinking about this throughout the first three steps, you now have all of the information needed to improve the assignment.

First, if you were only able to identify one standard in Step 2, you'll want to determine what other standards can be added.

Once you've identified up to four standards, you'll want to look back at the ratings of how well the assignment aligned to the standards. If there was a weak alignment, which would be a score of 1, how could you change the assignment to strengthen its alignment?

If the assignment was well-aligned with the standards (scores of 2 and 3), you'll want to consider how well the students did on the assignment. If they did poorly, what supportive instructional approaches might help students reach proficiency? If the students did well on the assignment, how might the assignment challenge students further?

Sample Assignment #1 – Catalogue the Improved Assignment

Sample Assignment #1 - Catalogue the Improved Assignment

REDESIGNED ASSIGNMENT FOR ELA/LITERACY

Title: Lion Hunting

List targeted CCR Standards here.

Make suggestions to improve alignment here.

Summarize recommended instructional approaches here.

CATALOGUE PRODUCTIVE AND EFFECTIVE

Write the redesigned CCR-aligned assignment below. This used includes items to be added or deleted, alterations to the way content are used, or changes to course problems.

Take suggestions to revise assignment.

Justify the instructional approaches recommended for the assignment. Summarize recommended instructional approaches here.

Notes:

When you're doing this work with a group of teachers, you'll want to make sure that one person is responsible for capturing the revisions on the Redesign Assignment Template for ELA/Literacy. This worksheet summarizes the recommendations of the group and can be used as a guide by the presenting teacher when they revise the assignment.

Step 4 - Procedural Steps

Step 4 - Procedural Steps

As a group, review the notes from Steps 1-3 and discuss possible strategies for strengthening the assignment.

Use the standards more than the details of the original assignment to guide your redesign.

Decide what to keep, delete, and/or add to the assignment based on the data collected to:

- Better align the assignment with the CCR Standards.
- Promote active problem solving, exploration, and/or critical thinking.
- Address student errors and misconceptions.

PA Adult Education Resources 97

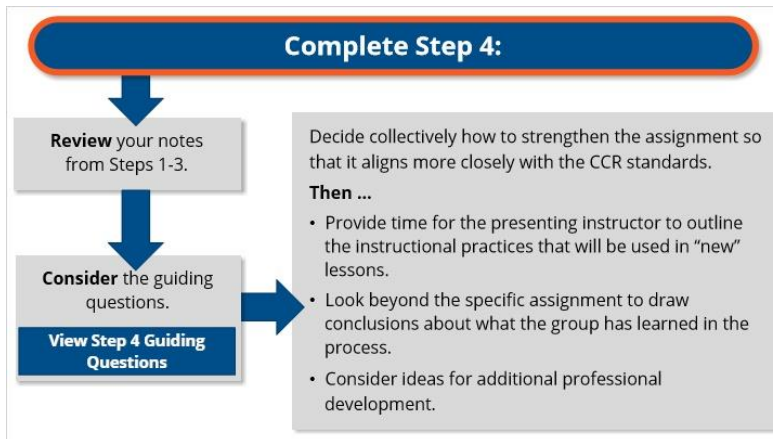
Notes:

The group should work together to redesign the assignment. Review your notes from Steps 1-3 and decide what to keep, delete, and/or add to the assignment

based on the data collected from the first three steps. Don't worry about preserving the details of the original assignment in your redesign. Instead, make sure that, as you redesign the assignment, your changes work to better align the assignment with the standards, promote active problem solving and critical thinking, and address student errors and misconceptions.

This step will typically take about 15-20 minutes when working with a group.

Step 4 - Now it's your turn



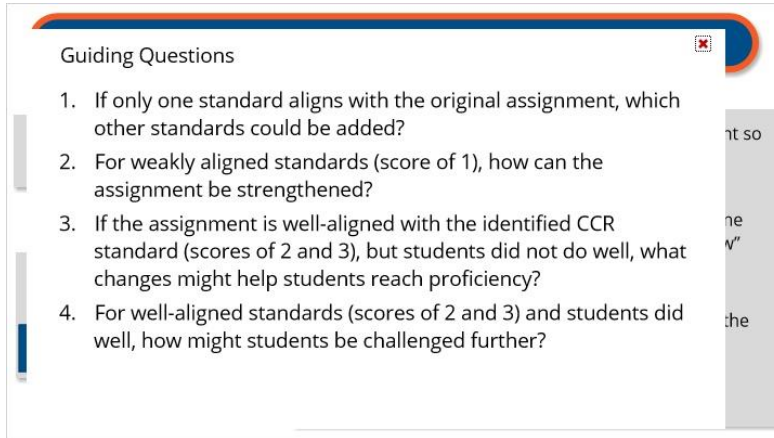
Notes:

Now it's your turn to work through Step 4. You'll want to review your notes from Steps 1 through 3 and consider the guiding questions as you develop ideas for how to redesign the assignment. When you are doing this step with other teachers, you'll also want to be sure that the presenting instructor has time to outline the instructional practices that will be used in the new lesson. Unlike the other steps, there is no independent time for Step 4; your group will redesign the assignment together.

Once this process is finished, you'll want to look beyond the specific assignment to discuss what the group has learned through this process. This can be used to identify areas for future professional development.

Please take some time now and complete Step 4. When you've had a chance to take some notes on your Student Work Protocol Worksheet, advance to the next screen.

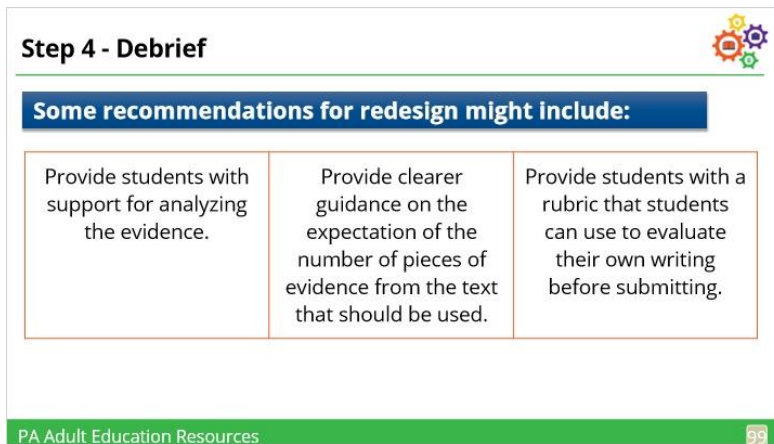
Guiding Questions (Slide Layer)



Guiding Questions

1. If only one standard aligns with the original assignment, which other standards could be added?
2. For weakly aligned standards (score of 1), how can the assignment be strengthened?
3. If the assignment is well-aligned with the identified CCR standard (scores of 2 and 3), but students did not do well, what changes might help students reach proficiency?
4. For well-aligned standards (scores of 2 and 3) and students did well, how might students be challenged further?

Step 4 - Debrief



Step 4 - Debrief

Some recommendations for redesign might include:

Provide students with support for analyzing the evidence.	Provide clearer guidance on the expectation of the number of pieces of evidence from the text that should be used.	Provide students with a rubric that students can use to evaluate their own writing before submitting.
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PA Adult Education Resources 99

Notes:

When adult educators worked through the Student Work Protocol, some suggestions for improving the assignment included providing students with support for analyzing the evidence. Some examples of ways to do this might include a graphic organizer to organize the evidence for each side or sentence starters that students could use when writing their response.

Some teachers also noted that the directions could be clearer. For example, students could be directed to use at least three pieces of evidence from the text to

support their side.

Also, a rubric could help students assess their writing and evaluate if they were on the right track.

What suggestions did you develop for revising the lesson?

Feedback Checklist

Feedback Checklist

Make sure to review the Feedback Checklist for Team Members and evaluate how well both team members and the presenting teacher modeled behaviors of a critical friend.

College and Career Readiness Standards in Action
FEEDBACK CHECKLIST FOR TEAM MEMBERS

Resources


Download the feedback checklist in the Resources tab.

PA Adult Education Resources 100

Notes:

After you've completed Steps 1 through 4, it's important for team members to go back and review the Feedback Checklist for Team Members. There is also a different checklist for the presenting teacher. This helps to evaluate how well team members served as critical friends. By modeling the behaviors of a critical friend, you can ensure that the feedback that you provide for redesigning the lesson is informative, respectful, and encouraging.

End of English Language Arts Assignment

You have completed the English Language Arts Student Work Protocol 

CONGRATULATIONS!
You've completed this section.

You've reached the end of this section. The next section of the module is:

Conclusion

[ELA Facilitator Guide](#)
Download the facilitator guide in the Resources tab.

[Click here: Math SWP](#)
If you would like to view the Math SWP, click here.


Notes:

Congratulations you have completed the Student Work Protocol for English language arts.

If you would like to walk through the protocol for math, click the Student Work Protocol for Mathematics button on the screen. Please be sure to download any resources you'll need in the future. The facilitator guide for ELA can be found in the Resources section. Please advance to the next section to continue the module.

Conclusion

Conclusion



Objectives


- Review the course objectives.

Conclusion

Notes:

On the next slide, you will have the opportunity to review the course objectives. As you read through the objectives, assess your familiarity with each after having completed the tasks of this module. Click the Next button to continue.

Objectives

Objectives Review 

You should now be able to ...

Section 1	✓ Identify why it is important to look at student work when evaluating and improving standards alignment.
Section 2	✓ Examine “The Critical Friends Model,” which provides guidelines for having collegial conversations as you pursue this work in your PLCs.
Section 3	✓ Complete a review of the materials you’ll need for the student work protocol.
Section 4	✓ Review the protocol using an actual assignment.


Notes:

Please take a moment to review the module objectives shown here. How

comfortable do you feel with each of the objectives? Should you need a refresh on any objective, click the corresponding button to take you to the appropriate section. Otherwise, click Next to continue.

Exit


Congratulations!



You have successfully completed this module.

- Save any resources located under the Resources tab.
- Click Exit to close the module.

Exit



Notes:

Congratulations! You have completed this module. Be sure to download any resources you want to save by clicking on the Resources tab. Click on the Exit button below to close the module.