PROTOCOL - LOOKING AT STUDENTS' CURRENT THINKING AND SURFACING GAPS

Lead Question

What are the gaps between what students know and are able to do and the expectations of the CCLS?

Materials

- Student Work Sample
- CCSS

Facilitation Notes

1. Introduce the Activity.

In this activity, teacher teams will bring a variety of student work and use the adapted Looking at Students' Thinking protocol to examine what the student work reveals about student thinking. Then, the teams will examine the relevant Common Core standards to identify areas of alignment and to surface gaps. Finally, the teams will discuss the implications for teacher planning and preparation.

2. Review and Engage in the Protocol: Looking at Students' Thinking.

Step 1: Presenting teacher describes the task to team and distributes a copy of the assignment as well as samples of student work.
Step 2: Teachers review the task and student work.
Step 3: Teacher teams describe the work, recording low-inference observations, and then discuss.
Step 4: Speculate about students' thinking. Consider questions like: What did the instructional task and student work reveal about student thinking? Where in the work do you see insights into students' thinking? How are they making sense of ideas, putting information together, organizing thoughts, and reasoning?

3. Surface Gaps.

Examine the relevant Common Core State Standards in order to surface the gaps between the current and desired student thinking. Use column 1 and 2 of the chart to record your thinking.

4. Discuss implications for teacher planning and preparation.

Considering the gaps surfaced above, teachers discuss the implications for teacher planning and preparation in designing instruction and assessments. Record responses under "Implications…" on the chart.

Recording Chart

Current Student Thinking	**Desired Student Thinking *or* Gaps between Current and Desired**	**Implications for Teacher Planning and Preparation**
This work reveals that the student…	Students need to develop…	Plan for more explicit focus on…