

Protocol for Looking for Evidence of Understanding in Student Work In 20minutes

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Claim, Support, Question, Implication*

1. Select a sample of student work. Candidate states basic information like class, age, topic, but doesn't share the instructional goals. (1 minute)
2. All members of the group look closely at the sample and get prepared to make a claim about the degree of student understanding or lack of understanding present in the work and be able to identify evidence in the work to support the claim. (4 minutes)
3. After one or two rounds of making claims with support, members consider what questions they have while candidate takes notes. (5 minutes)
4. Then, candidate shares the instructional goal and shares implications for next steps that are aligned with instructional goals. (5 minutes)
5. Group discusses alignment: Are student needs, goals, instruction, assessment in alignment? What next?

Claim:

Make a claim about something the student has understood, only partially understood or not understood at all.

Support:

State your support for your claim (e.g., evidence in the student work).

Question:

What questions do the claims and evidence raise for you?

Implications:

Candidate shares instructional goal and responds to the following:
Given your instructional goal what implications for teaching do you see?

*Adapted from *Project Zero's Thinking Routines, Reasoning with evidence*

(http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03b_Introduction.html)



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