SAMPLE MATERIAL

Protocol for Reviewing Student Work

Madison Elementary School, Washington

Topic: National Math Panel: Critical Foundations for Algebra
Practice: Mastery Framework

Madison Elementary School staff use a structured protocol to conduct and guide discussions about student work to ensure that the focus is on math content that the student knows, misconceptions that can be observed, and next steps for intervention. The first page lists the seven steps involved in reviewing student work and the second shows the worksheet that staff use during the review to document notes about strengths, challenges, strategies or interventions, and next steps. The remaining pages illustrate the student work problem reviewed and notes teachers developed for two of the children discussed during the video *Reviewing Student Work*.

SPEED Collaborative Protocol

Step 1	**Problem introduced**. Participants listen and record thinking about the content of the problem. Participants should think about how they might go about solving the problem.	2 mins
Step 2	Begin looking at Student Sample #1 response to the problem. Move around the table sharing **what math content does the student know and understand.** Teachers can state the content and name the evidence in the sample.	2 mins
Step 3	Now move around the table sharing what **math content is missing, or what misconceptions can be seen**. Teachers can state the content and name the evidence in the sample.	2 mins
Step 4	Move to a collaborative discussion of **possible strategies or types of intervention to use** with the student. Possible resources can also be shared. Participants can personally record suggestions.	6 mins
Step 5	Now move to Student Sample #2 of the same problem. **Repeat steps 2-4 for each new piece of student work presented**.	10 min per student sample
Step 6	After all Student Samples are discussed, use a table whip around protocol, each participant is asked to give a strategy or intervention they are thinking that might be successful for one of the students. Also take this time to share instruction ideas and resources.	2-5 mins
Step 7	The facilitator brings the protocol to a close. The group processed the protocol for its effectiveness and other suggestions.	2 mins

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Student Name: _____

Strengths

What math content does the student know and understand?

Challenges

What instruction needs to take place? Misconceptions?

Strategies/Interventions

Ideas to try/intervention setting/resources to use

Suggestions I want to try:

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Student Work Problem Reviewed

A holds 11 children.

A holds 45 children.

1. How many are needed to take 100 children to the museum?

2. How many are needed to take 100 children to the museum?

Student Name: Child A

Strengths

What math content does the student know and understand?

- Decomposes 11 into 10+1
- Adds on tens
- Pattern of 11s
- Picture & number
- Knows 11 + 11 is 22 & most likely sees pattern

Challenges

What instruction needs to take place? Misconceptions?

- Labels - 1, 2, 3, 4 Why?
- 99 to 11 - Answer Correct but picture is showing another full van
- Lost on bigger #s

Strategies/Interventions

Ideas to try/intervention setting/resources to use

- Bigger numbers
- Talk through end of problem - Questions
- Different numbers than 11

Suggestions I want to try:

- More work with # sense
- Where is 45 in relation to 100
- 45 is close to 50
- Number line

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Student Name: Child B

Strengths

What math content does the student know and understand?

- Knows 11 in each van
- Can add on by 10s
- Compartmentalizing
- Moved from "art" to more efficient method
- If you add 10s ~~s~~ if ends in 0

Challenges

What instruction needs to take place? Misconceptions?

- Didn't see pattern of 1s
- Recording doesn't match picture
- Why a 10 in last van
- Why 91 to 10
- Understanding 100
- If you add 11 -- ends in 1

Strategies/Interventions

Ideas to try/intervention setting/resources to use

- sit with Skyler & have her talk through
- Use #line or cubes to show counting on by 11s
- 11, 21, 31 is adding 10s
- Work w/ breaking ~~#s~~ apart
- Labels to support her work

Suggestions I want to try:

- Minor tweaking
- Build it w/ cubes
- Record as she builds
- Work with 100

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