

Evaluation of Student Achievement Protocol Guide

<p>1. Describe the work (suggested time: 8 minutes)</p>	<p>Evaluation team members (at least 4 teachers with grade level and arts area expertise) observe the student work without discussion or comment and independently describe what they think is important and significant in the work on the front side of the Holistic Score Sheet.</p>
<p>2. Review against the standard benchmarks (suggested time: 5 minutes)</p>	<p>Going line by line of the standard benchmark, team members discuss and come to agreement about whether there is evidence of that benchmark in the student work</p>
<p>3. Identify trade-offs and disregards (suggested time: 5 minutes)</p>	<p>Team members discuss and agree on any trade-offs or disregards in the student work</p>
<p>4. Apply the rubric (suggested time: 10 minutes)</p>	<p>Going descriptor by descriptor within each dimension, team members discuss and reach consensus about the level of achievement in the student work for one descriptor at a time</p>
<p>5. Review descriptions and identify important "left-overs" (suggested time: 5 minutes)</p>	<p>Each team member returns to his/her description and determines if there is some significant aspect of the student work that is "left-over"—that wasn't discussed in the course of reviewing the work against the benchmarks or applying the rubric. Discuss to determine if these significant "left-overs" influence the evaluation.</p>
<p>6. Observers' reports (suggested time: 3 minutes)</p>	<p>Observers (2 observers are necessary, more is helpful) watch and report on at least these three questions: 1. Were all participants listened to and heard? 2. Was discussion rich, deep and an authentic sharing of expertise? 3. Was an honest consensus reached or did individuals dominate?</p>
<p>7. Teacher response (suggested time: 3 minutes)</p>	<p>The teacher, if s/he wishes, may respond by sharing his/her curriculum and assessment map, asking for clarification about comments, asking for more specific feedback about aspects of the student work or generally speaking to his/her evaluation of the evidence of learning.</p>

This process requires a facilitator. The facilitator's role is to:

- Ask clarifying questions, paraphrase comments and summarize discussion points
 - Redirect attention to the student work, the standard benchmarks and/or the rubric
- Facilitators: Remember to explain "tapping in" so observer's can bring issues about student work to the attention of the evaluation team. The team may or may not act on observer's comments.*

Team members may "push" against the benchmarks and the rubrics; facilitators will gather that information (where the rubric and the benchmarks appear not to be working for some team members) and bring it to the revision of the rubric and standards processes as we continue with that work.