| Tool 18 | **COGNITIVE LAB PART 3A**
Interpret Student Work Samples and Make Decisions | |

Collaboratively review and discusses observations/notes (be sure notes are clear—it may be a while before you get together to do this!)

Collectively review all samples of student work. Look at evidence across different facilitators and populations—what was the same? What was different?

Determine Next Steps—What needs fixing?

❑ Revise student directions, prompts, visuals, texts, for clarity

❑ Delete items/parts—due to excessive time needed, developmental appropriateness

❑ Revise wording or criteria in rubrics—were there other possible acceptable solutions? **Write notes** *directly on master copy* **of scoring rubrics to be revised**

❑ Determine if you need to revise—develop administration guidelines

❑ Presentation—Formatting: Decide how to format and/or combine "parts"—consider time needed, number of sessions (administer in two sessions instead of one, for example)

❑ Add or revise something to make this assessment more accessible (e.g., larger print, reduce reading load, more white space)?

What worked well? Are there any potential anchor papers?

❑ **Use or keep these items or tasks as written:** _____

❑ **Student work for benchmark or anchor paper (list ID codes):** _____
   o   Benchmarks can be at any performance level—note level of each annotation
   o   Not all annotations must come from one student's work—sticky note each part with a short annotation as to why selected (e.g., unique solution, complex reasoning, typical or expected solution, etc.) and rubric performance level exhibited
   o   Annotations should "match" rubric language for that criterion and include the criterion