

# WEB RESOURCE 5: A PROFESSIONAL LEARNING PROTOCOL FOR COLLABORATIVE ASSESSMENT OF STUDENT WORK

## SETTING THE CONTEXT

This protocol is used for the collaborative assessment of student work (CASW). It can be used by grade/course partners or by members of a teaching division to look at a range of student responses to work done in individual teachers' classrooms or in a collaboratively planned lesson. The CASW provides a nonthreatening mechanism by which teachers can self-assess and reflect on the impact of their practice on students' learning.

## PRIOR TO THE COLLABORATIVE ASSESSMENT DISCUSSION

1. Establish the operating norms for the discussion:
  - a. agreement to listen carefully
  - b. agreement to disagree respectfully
  - c. agreement to clarify a question raised or offer a thought-provoking question in a respectful manner
  - d. permission to laugh and enjoy the dialogue
  - e. agreement to be clear and thoughtful in the responses
  - f. agreement to appreciate each other's participation
2. Each member of the collaborative group chooses one piece of student work to bring to share and discuss. Choose work that represents different levels of student thinking and understanding.

---

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

## **DURING THE COLLABORATIVE ASSESSMENT DISCUSSION**

1. Alternate roles of debriefing, listening, sharing, responding, and ending with reflection on the piece of student work.
2. Participant No. 1 debriefs his or her teaching experience and shares one piece of student work. Participant No. 1 offers his or her observation as to how the work relates to the Learning Intention and Success Criteria. The facilitator leads a discussion about the level of the piece of student work, using the achievement chart in the curriculum guidelines or any other exemplars that level student work. The group determines what Descriptive Feedback would be appropriate for the student. Finally, the group determines what the next steps in instruction would be for the teacher.
3. Participant No. 1 listens while others respond in turn and ask questions. Participant No. 1 responds to questions and ends with a reflection.
4. The cycle continues until all participants have discussed and shared their piece of student work in turn, using the above process and responding to reflections from others.

## **AFTER THE COLLABORATIVE ASSESSMENT DISCUSSION**

Questions to consider in debriefing the student work:

1. How does the piece of student work relate to the Success Criteria, which were constructed collaboratively?
2. What do we find interesting or surprising?
3. What do we see as evidence of student thinking?
4. What are the next steps for learning for the student?
5. What are the next steps for teaching, which would help the student?

---

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Questions to consider in reflecting on the process:

1. What did you learn from listening to your colleagues that was interesting or surprising?
2. What new perspectives did the experience give you?
3. What questions about teaching and assessment were raised during the process?
4. What will you take back to your classroom to try?
5. How will you build on your learning?

## THE FACILITATOR'S ROLE

The facilitator ensures the group work proceeds as outlined and that listening respectfully remains a norm. He or she paraphrases, synthesizes reflections, and helps the group decide on next steps for learning together and when student work will be shared again as a vehicle for learning.

Source: Adapted from *Corwin Connect*, Lyn Sharratt and Beate Planche, August 7, 2017.