

**Figure 7.4** Language for Sorting Student Work

<b>If I hear . . .</b>	<b>Then I can use the following language . . .</b>
I don't have time to create and grade a new test every other day to see how my kids are doing.	We want to collect student evidence that is authentic and easy to analyze. Why don't we start by taking a look at the work they've done in class today and see what we can learn from it?
I know my students really well and don't need to gather any specific evidence to know what they need.	I can tell how hard you work to know each one of your students. But if we collect actual evidence—even if it's anecdotal—we can look through it together to find trends and needs that we might not otherwise be able to catch.
It feels like a waste of my time to look through another teacher's student work. I'm not sure how that would help me and my own students.	Having multiple sets of eyes on the same set of student work really creates some rich learning opportunities for everyone and helps us calibrate our understandings and expectations as a team of what success looks like and how to meet students' needs. Usually what you find in your teammate's class will apply directly to your own students as well, so you won't need to go through the whole process again.