### COGNITIVE LAB PART 3A
Interpret Student Work Samples and Make Decisions

Collaboratively review and discuss 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):** ________________
  - Benchmarks can be at any performance level—note level of each annotation
  - 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
  - Annotations should “match” rubric language for that criterion and include the criterion

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Available for download at resources.corwin.com/HessToolkit