

# ATLAS – Learning From Student Work Protocol

Adapted from National School Reform Faculty, Harmon Education Center [www.nsrffharmony.org](http://www.nsrffharmony.org)

## **1. Getting Started**

- The facilitator reminds the group of the norms: no fault, collaboration, and consensus and, with the group, establishes time limits for each part of the process.

## **2. Describing the Student Work**

- The facilitator asks: What do you see?
- During this period the group gathers as much information as possible from the student work.
- Group members describe what they see in the student's work, avoiding judgments about quality or interpretations about what the student was doing.
- If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based.
- It may be useful to list the group's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during Step 3.

## **3. Interpreting the Student Work**

- The facilitator asks: "From the student's perspective, what is the student working on?"
- During this period, the group tries to make sense of what the student was doing and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
- From the evidence gathered in the preceding section, try to infer what the student was thinking and why; what the student does and does not understand; what the student was most interested in; how the student interpreted the assignment.
- Think broadly and creatively. Assume that the work, now matter how confusing, makes sense to the student; your job is to see what the student sees.
- As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.

(over)

#### **4. Implications for Classroom Practice**

- The facilitator asks: “What are the implications of this work for teaching and assessment?”
- Based on the group’s observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom. In particular, consider the following questions:
  - What were the challenges that the students faced?
  - What teaching strategies might be most effective to address those challenges?
  - What else would you like to see in the student work? What types of tasks and instructional delivery moves might provide these results?
  - What does this conversation make you think about in terms of your own practice in a Common Core world?