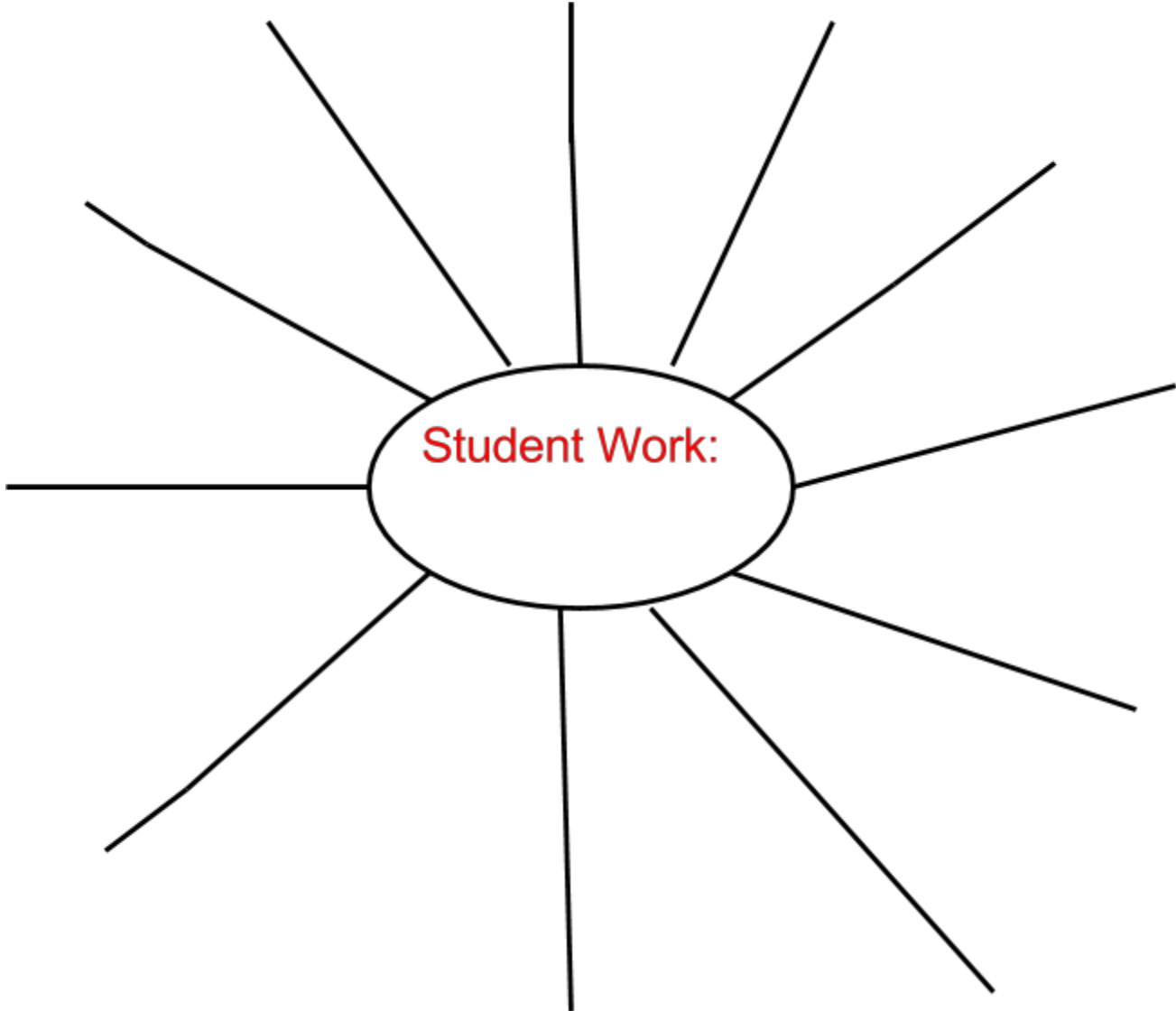


Examining Student Work: Panel Tool



Description

As you practice describing, do your best to “stay close to the evidence.” It’s easy to generalize, add interpretations and evaluations that may seem obvious to you. We’ll have opportunities to share our insightful interpretations and conjectures later. The first step in the process is to describe the important elements that meet your senses. Use the graphic for description. Add a description to each spoke. Add more spokes!



Questions

Record any and all questions you have about the student work, and what led to it, here.



Remember “Thinking Like an Activity Planner vs. Assessor” from November? Some will be more about the activity planning aspects of the unit, for example, “How many cameras did they have?” or, “How many days did the unit last?” These are “Activity Planner Questions.” Some questions will be about the nature of the learning in the student work you’re looking at, for example, “Were ELA benchmarks addressed in this unit, and if so, which?” or, “How was this assessment described to students?” **Put a STAR** next to those “Assessor Questions.”

Speculating

Speculate about the following aspects of the unit that resulted in the student work, based on what you noticed in the work.

Big Idea for Unit:

Content Areas Assessed:

Conjecture about what students learned: