

Peer Review Protocol: Standards in Practice

Purpose: This protocol allows for a close examination of students’ work in direct relationship to the standards. Teachers or teams would select this protocol if they wonder if this *assignment* assists students in meeting standard OR if this *assessment* adequately measures students’ achievement of the standard.

<i>Time</i>	<i>Process:</i>	<i>Process Support:</i>
2 min	1. Before looking at the student work: <ul style="list-style-type: none"> • Choose a facilitator • Choose a timekeeper • Choose a recorder 	Refer to role descriptions for individual responsibilities. Make sure Benchmarks, GLEs, and CTS guides are available for participants. <i>Facilitator:</i> Note the time at which reflection must begin.
10 min	2. Identify standards <ul style="list-style-type: none"> • Use the appropriate page in CTS to identify which standards (section III and VI) students will be moving toward as they complete this assignment • Choose one standard as a focus for today • If there are no relevant standards for this assignment, discuss the implications of this 	Avoid long lists of standards. Most assignments don’t address more than 2 or three standards. <i>Recorder:</i> Record standard(s) on chart paper for your group.
10 min	3. Generate a rough scoring guide that utilizes the criteria from the standards. For each of the following record the features of student work that: <ul style="list-style-type: none"> • Meets standard, or demonstrates a clear understanding of the standard • Does not meet standard 	The time for steps 3 and 4 is limited because the “meat” of this protocol takes place in steps 5 and 6. <i>Recorder:</i> Chart group responses to bulleted items.
10 min	4. Score the student work <ul style="list-style-type: none"> • Without consulting other group members, each person sorts student work using the guidelines established in step 3 • Compare your findings as a group and reconcile discrepancies so that each team member roughly agrees 	

15 min	<p>5. Evaluate whether this <i>assignment</i> assists students in meeting standard OR if this <i>assessment</i> adequately measures students' achievement of the standard.</p> <ul style="list-style-type: none"> • In rounds answer the following questions: <ul style="list-style-type: none"> ○ What do students know and what are they able to do? ○ Does the students' understanding relate to the standards? ○ Evaluate whether this assignment/assessment is well designed 	
15 min	<p>6. Implications for change: What needs to occur to make sure that this <i>assignment</i> helps all students meet the standard OR what needs to occur to make sure that this <i>assessment</i> measures this standard?</p> <ul style="list-style-type: none"> • Discuss how the assignment/assessment might be modified to better facilitate/evaluate student mastery of the standard 	
10 min	<p>7. Reflect on the protocol (Record your ideas on the Reflection Matrix)</p> <ul style="list-style-type: none"> • What did you gain by using this protocol? • In what ways did the structure of the protocol help you and your group understand student thinking? • How could using this protocol to look at student work improve student learning, your classroom practice, and your work with peers? 	<p><i>Facilitator:</i> Make sure that all group members record their thoughts in the Reflection Matrix.</p>
<p>This protocol was adapted by NCOSP from the work of Ruth Mitchell, <u>The Education Trust</u> Copyright 1997</p>		