

Seeking Evidence Protocol

(Modified from Standards in Practice Protocol, Mitchell, 1996)

Step 1: Team gathers and greets. (2 minutes)

Identified facilitator sets the tone that this session is about gathering evidence—evidence of standards implementation, assessment accuracy, and student learning.

Step 2: Do the assignment or task. (5 minutes)

Team members do the assignment as given to the students. (Option: for complex assignments read through the tasks and reflect on what students might do.)

Step 3: Seek evidence of standards integration. (5 minutes)

Team clarifies the demands of the assignment or task, naming the Knowledge, Reasoning, Skills, and Product targets. Identify and document the standard(s) or parts of the standard(s) addressed in the assignment/task and accommodating scoring guide or criteria. (Note: If no scoring guide is available, one must be created to proceed.)

Step 4: Score the work. (10 minutes)

Group scores the assignment using an efficient and useful **scoring strategy** such as “Pile and Label” or “Post and Pass.”

Step 5: Seek evidence of student learning. (5–7 minutes)

Graphically display the results of the scored work in a manner that helps clarify findings. Using scored documents, seek and record evidence to the following questions:

- *What does this student work tell us about what students know and can do?*
- *What does this student work tell us about what students are still missing?*
- *What indicators, in any, offer insight into student misconceptions and highlight potential intervention strategies?*

Step 6: Develop intervention strategies. (7 minutes)

Using the results, write specific plans to address the following:

- *What needs to happen in our classrooms so that all students can achieve at high levels on this assessment?*
- *What needs to happen within our team so that all students are achieving?*

Step 7: Seek evidence of assessment accuracy. (5 minutes)

With evidence of student learning in hand, revisit the standard, assessment, and scoring guide. Address the following:

- *Was the assignment well designed to help students demonstrate knowledge and exercise required skills?*
- *Modify the assessment or scoring guide as needed.*

Step 8: Reflect on the experience. (3 minutes)

Group discusses the process: Was the process successful? What did we learn? What should we do to make the next session successful?