

## Quality Work Protocol Summary Sheet

May 29, 2018

Members Present: All certified Staff

Project Length: Long term, Spring EL Projects

**Based on today's protocol, what conclusions did you draw about the level of quality displayed in the student work?**

- Complexity
  - Multiple perspectives—evidenced on almost all grade levels
  - Using content language; compelling arguments
  - Succinct summaries
  - Higher order literacy and thinking skills; complex language; references to text;
  - Research has become more complex;
  - Show multiple sources (reference page, bibliography, etc.)
  - Need to continue to push vocabulary
  - Transfer of understanding why they are doing research and apply to other topics (strength and area to grow)
  - Defining complexity with students—grow
  - Higher order analyzing
- Craftsmanship
  - Increased across all grade levels
  - Fewer mistakes in grammar, capitalization (still some work to do in this area)
  - Beautiful work from students
  - Better integration with art
  - Quality of writing has improved greatly
  - Need more other specials integration (language, music, PE, etc.)
  - More integration of technology earlier in grade levels
  - Evidence of multiple drafts K-8
  - Evidence of attention to detail
  - Authentic student voice

- Authenticity
  - Authentic audiences purposeful to students and the audience
  - Time management to get to all grade levels with authentic audience
  - Work mattered to students
  - Making it more student driven
  - Real world formats (brochures, videos, books, etc.) and issues—and solutions/call to action
  - Need list of possible experts (before you start)
  - Connecting academic standards with local people and places
  - Streamline the planning; focus on 1-2 complex items

**Based on today's protocol, what conclusions did you draw about the tasks and scoring tools that teachers are designing?**

- Complexity
  - Increasing expert presence with projects; commit to adding one next year if did not have one
  - Self-checklist, peer checklist, teacher checklist geared towards complexity (different colored inks for each also helps)
  - Models/exemplars need to be viewed and critiqued before the students start (don't assume they know it)
- Authenticity
  - See expert comment under complexity
  - Authentic audience is not covered on the rubric, but is listed on the task descriptor
  - Historical details added to authenticity
  - Rubric should include task description at the top
  - Need a standard rubric contextualized by each grade (modules provides some rubrics)
  - Student reflections built in along the way helps to keep student voice
- Craftsmanship
  - Multiple drafts evident on rubrics
  - Product rubric—specific attention to accuracy, beauty, and details
  - Exemplars for good vs poor examples
  - Using design principles for visual presentations consistently

**Based on these conclusions, what goals and action steps did you determine?**

<b>Goals</b>	<b>Action Steps/Dates</b>
Better incorporate Attributes of Quality into STA work and Project Plans	Reflection on STAs to make sure that all work (especially short term) is scaffolded to support all attributes of quality....high quality work happens outside of the project, too! STAs due each grading period
Create a continuum of citing sources/information to continue work in complexity and multisource/synthesis of information	Leadership team to create a continuum of “how to cite sources” at each grade level/ban; delineate use of primary and secondary sources, etc.
Continue work in authenticity by having all grade levels have a “contributing to a better world component” and inclusion of experts and/or field study to support/contextualize the work	Coach for this within project planning phase, continue to “build out” the work from the ELA Modules

Which student work, representative of school-wide quality, will you be archiving from this protocol?  
 Grades 1,5,7

Which student work, if any, will you be submitting to EL’s Center for Student Work?  
 Grade 2