

## Quality Work Protocol Summary Sheet May 31, 2017

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—vocabulary and used in a natural way;
  - Writing—more complex; sentence structure
  - Research piece—evident and transfer of understanding
  - Integration across the board;
  - Different points of view
- Craftsmanship—well-crafted and long term
  - Displayed well—graphs, beautiful displays of their findings
  - Technology—formatting and presentation
  - Area to improve—finalization—grammar and punctuation; timing on the presentation so time for review
  - May need consistent way to do final revisions
  - Involve experts in the critique before final version
- Authenticity
  - Student voice evident
  - Real world formats and issues
  - Controversial topics
  - Area to growth—increase our presence outside of our school
  - Bring in more experts

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

- Craftsmanship
  - Graphic organizers to get students started; task descriptors
  - Craftsmanship was big part of the rubrics
- Complexity
  - Rubric rewarded authentic details
  - Language chosen on the rubric "willing" "required"
  - Specific rubrics—learning targets, very clear to student the many parts of the final product; evidence, facts, research, justify
  - Evidence of synthesizing information
- Authenticity
  - Student's voice—requiring voice in the rubric
  - Explicit definition—teaching the authenticity part (PSA vs. Opinion essay)
- Need some consistency on rubrics for all grade levels

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

<b>Goals</b>	<b>Action Steps/Dates</b>
Improve Authenticity	--improve rubric to reflect  --involve more experts in all phases  --use more formal, real world formats for final product
Craftsmanship with final drafts	--common language on rubrics for grammar and mechanics  --common procedures for teaching editing

Which student work, representative of school-wide quality, will you be archiving from this protocol?  
 Each grade level chose 3 pieces to archive.

Which student work, if any, will you be submitting to EL’s Center for Student Work?  
**1<sup>st</sup>, 5<sup>th</sup>, and 8<sup>th</sup>**