

**Protocol for Looking at Student Work -  
OUSD Teaching American History Grant  
May 24, 2005**

- I. Review the student and teacher questions that were the focus of your lesson study process. (5 minutes)
  
- II. Review the list of writing qualities we wanted to see in student writing on an individual's historical significance. Also review the draft rubric which is designed to capture those same writing qualities. (5 minutes)
  
- III. Decide how many student papers each of you will be able to read in 30 minutes. Making sure that the student work to be read represents examples from everyone who brought student papers. (5 minutes)
  
- IV. Reading holistically, divide the papers into three groups. One group should represent papers that contain the qualities of writing we wanted to see in this student work. Another group should represent papers that lack those qualities. A third group should represent those that are mid-range - containing and lacking some of the qualities. (30 minutes)
  
- V. Use the three groups of work to begin answering questions 1-5 on the "Analyzing Student Work" page of this packet. Select one or two papers from each group that might represent how a "typical" paper in each category responded to the prompt. (30 minutes)
  
- VI. Looking back at the draft rubric, are there any specific details you would add that connect to your specific assignment? Use the attached blank rubric to add those details.