

## ATLAS Protocol—Looking at Student Work

### Adapted from the National School Reform Faculty

1. Getting Started (5 min)
  - The facilitator reminds the group of the norms for looking at student work
  - The presenting teacher gives an overview of the task and the target (1 min.)
  - The presenting teacher DOES NOT give any background information on the student or how instruction was presented
  - Group members have 3 minutes to look at the student work
2. Describing the student work (5 min)
  - The facilitator asks the group, “What do you see?”
  - The group gathers as much information as possible from the student work without judgments of quality or interpretations.
  - The facilitator monitors the groups’ observations and asks for evidence if interpretations are made
  - The presenting teacher takes notes on what the group notices/observes
3. Interpreting the student work (5 min)
  - The facilitator asks, “From the student’s perspective, what is the student working on?”
  - The group tries to make sense of what the student was doing and why using evidence from the student work or the task presented
  - Think broadly and creatively, assume that no work makes sense to the student; your job is to see what the student sees
  - As you listen to each other’s interpretations, ask questions to understand different perspectives
  - Presenting teacher takes notes and remains quiet
4. Implications for classroom practice (10 min)
  - The facilitator asks: “What are the implications of this work for instruction and assessment?”
  - Consider the following questions:
    - What instructional steps could the teacher take next with these students?
    - What information would you like to see in student work towards this target? What assessments would get that information?
    - What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
5. Reflecting on the ATLAS (5 min)
  - The presenter shares back what they heard about the students, the work and what they’re now thinking.
  - Group reflects on what was learned about student learning, assessment practices, and how LASW supports the professional learning community.