

## Sorting Student Work Protocol

Developed from *Student-Centered Coaching*, by Diane Sweeney - *Sorting for Differentiation*, p. 72

**Purpose:** The purpose of this protocol is to use the process of sorting work to identify student needs and next instructional steps.

For our purposes today, we are playing the roles of presenting teacher and coach. We are using this process to help hone our skills at analyzing student work and asking strategic questions of a presenting teacher. This protocol mirrors what you would do with a teacher as you look at student work.

**Time:** This sort of student work will take 25 minutes.

### **Step One:**

Presenter shares the work and the learning target(s).

### **Step Two:**

As a partnership, review the work and begin sorting into three piles:

1. Those pieces of work that represent meeting of the target,
  2. Those pieces of work that did not meet the target, and
  3. Those pieces of work that are close to meeting the target or present further questions.
- As partners are sorting the work, discuss the qualities of the work and what you notice about the work itself. Use the recording form on page \_\_\_\_\_ to track error types.
  - Make inferences about what each student understands in relation to the target.

### **Step Three:**

Once you and your partner have sorted the work, discuss implications for the next instructional steps that the teacher could make to support students attaining the target or moving toward the next targets.

### **Step Four: Debrief**

- Discuss the strengths and challenges of sorting student work.
- How have you used/might you use this protocol successfully at your school?
- Discuss strategies and structures you are using to support teachers with looking at student work.