



## Standards in Practice

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*Developed by Ruth Mitchell, The Education Trust.*

### **Purpose**

To examine the design and effectiveness of an assignment and discuss the implications for teaching

### **Roles**

Facilitator, timekeeper, recorder

### **Process**

#### **1. Do the assignment yourselves**

Every member of the team does the assignment as given to the students.

#### **2. Make a scoring guide**

The group generates a rough scoring guide from the standards and the assignment.

#### **3. Score the student work**

The group scores the student papers, using the guide.

#### **4. See what students know and can do**

The recorder writes the group's answers to the following questions:

- a. What does this student work tell us about student learning?
- b. What do students know, and what are they able to do?
- c. Was the assignment well designed to help students acquire knowledge and exercise skills?

#### **5. Do something about it**

The recorder writes the group's answers to the following question: What needs to happen in the classroom, school, and district so that all students can do this and similar tasks well?

#### **6. Develop and carry out an action plan**

The group plans and carries out action to improve student learning.