

Step 3: Reach Agreement on Sorting of Student Work Samples**Materials for Step 3:**

- PBA or CRA Writing Task: Primary Traits by Discipline
- Each participant will have his/her own set of student samples that have color-coded parts of the argument (claim, evidence, and reasoning) and sticky notes noting number and reasons for placement (as completed in Step 2)

Directions:

Working in groups of 6-8 at a table:

A. Table Work – 30 minutes

- At your table, go through the set of samples in numerical order, discuss, and then reach agreement as to in which stack each sample should be placed. Be sure to use evidence from the student work samples as you discuss your reasoning and reach agreement.
- After your group has four stacks again, review the papers in each stack and make a list of the qualities of the papers in that stack. Make any needed adjustments to sample placement based on your discussion.
- Once your table has reached agreement for each of the samples in your set, please add your score points to the master chart.

B. Group Gallery Walks and Discussion – 20 minutes

- Locate which work samples have the most disagreement among the groups (more than a one score point difference among all). On the chart, circle the sample number for these.
- For each of those samples, ask groups of differing scores to explain their reasoning and, as a large group, come to some agreement about where it should be placed in the way you did at your tables in small groups. Again, be sure to remain evidence-based when explaining your reasoning.
- Make any notes on your own papers as needed.

C. Whole Debrief – 5 minutes

- Share noticings, wonderings, and questions.

Step 2: Individually Sort Student Work Samples Via Lens of Primary Trait and Write Reasons

Materials for Step 2:

- TNCore PBA or CRA Writing Task: Primary Traits by Discipline
- Set of student work samples
- Sticky notes

Directions:

A. Table Work – 5 minutes

Review the primary traits for our grade-band and discipline tasks (see separate handout).

B. Individual Work – 55 minutes

- Working by yourself and with the whole set of numbered samples, read and mark each paper to note the claim, evidence, and reasoning used by the students. Circle claims using the red pen. Circle evidence using the green pen. Then circle or underline reasoning using the purple pen.

Red = Claim

Green = Evidence

Blue
~~Purple~~ = Reasoning

- Next, place each sample into one of four stacks based on your assessment of the level of quality related to the primary of the task. The four “score points” are as follows:

Exemplary (4)

Strong (3)

Middle (2)

Weak (1)

- On a sticky note that you place on each sample, write down the number (4, 3, 2, or 1) and your reasons for placing that sample into the stack. In other words, if you place the work in the “exemplary” stack, why? What makes this an exemplary example? If you place the work in the weak stack, what is missing from this performance? Remember to remain evidence based.
- Once you have finalized your sorting, and keeping the sticky notes on each sample, put your set of samples back in numerical order, which will make discussing them during Step 3 easier.
- Hints and reminders:
 - Identify and analyze the primary trait before you begin sorting the student work.
 - Please read student work samples ONLY through our primary trait lens (*this will be difficult for most of us* 😊).
 - Remain evidence-based.
 - Avoid making inferences or judgments about what the student knows, what instruction preceded this work, about the teacher, etc.
 - Cite specific evidence from the student work.
 - Use language that is respectful of both the teacher and the students.
 - Each person must sort the whole set of samples on his/her own.
 - Remember our goals for studying this work today.