



EXPEDITIONARY LEARNING

Quality Work Protocol Summary Sheet

School Name	Anser Charter School
Date of Protocol	8-25-14
Participants (Name and Role)	<ol style="list-style-type: none"> 1. Kelly Meleod 2. Jennifer Trople 3. Kelly Selvaque 4. Nicole Pape - Facilitator 5. Dani Zepplin - Presenter 6. Jess McGinnis 7. 8. 9. 10.

May increase global understanding

Based on today's protocol, what conclusions did you draw about the level of quality displayed in the student work?

The product is complex because it requires ^{students to explain} explaining the relevance of the facts included. Craftsmanship in typing, mounting, balancing, finding appropriate visuals for events; two-sided. Authentic idea in mobile; covers influential Hispanics from past, present, and different parts of world.

Based on today's protocol, what conclusions did you draw about the tasks and scoring tools that teachers are designing?

Process has been well thought out by teacher, but needs refining. Many steps already present to scaffold steps to product. On the events notecatcher, the identity impact should be listed to help student. Page for internet sources is part of task list, but include on mobile. Include Currently students have to provide 2 reasons why each event was

sources on rubric.

Based on these conclusions, what goals and action steps did you determine?

Goal	Action Steps/Dates
① Bring to higher level thinking	Extend discussion plans for beyond when students complete. (ex) Display world map & have students mark the area of their person. Could distinguish past
② Refine process steps and forms:	Add to task descriptor steps and clarity Think through protocol of peer critique Rubric changes - section on late or incomplete

task descriptor and rubric.

steps that affect final product

↓ from present. Students will connect to global... through discussion & reflection

an identity impact. Consider requiring one clear reason why the event impacted the person.

A character trait is required.

Students could write identity paragraph after all events and look at the person holistically for a trait that stands out.

Typing tips/formatting provided

Peer review provided, but give more space for feedback.

Standard included on 'new' task description and needs to be incorporated into existing planner packet.

Continued from Goal 1

(ex) Share in same field/career groups and the whole class discussion to compare identity traits across those groups.

Quality Work Protocol Note Catcher

Part I: Attributes of Quality in Student Work

As you review the work we have collected today, think about the "Attributes of High-Quality Student Work" and make notes below about student work samples that reflect the criteria. Please also include a brief note that explains your rationale for including the piece within a specific column.

Evidence of Complexity	Evidence of Craftsmanship	Evidence of Authenticity
<p>I am ^{that} assuming "different perspectives were used"</p> <p>→ how each step aided in her success</p> <p>→ why each step was important</p> <p>transfer of understanding?</p> <p>How to keep students from plagiarizing</p>	<p>Typed, ribbon (balanced) mounted; 2-sided</p> <ul style="list-style-type: none"> typed colorful-patterns conventions balance specificity - age, dates, two sided planning for matching mounting leaving attaching string <p>Conventions?</p>	<p>Mobile idea is one where all sides can be shown!</p> <ul style="list-style-type: none"> Influential Spanish, Hispanic. Not just present day. Student choice seemed Present Title in Spanish. Global understandings increased?

Part II: Tasks and Scoring Tools that Invite and Support Quality

- Research required
- Broken into 5 parts
- Why the information was important
- Decide what visual matched relevance

- Stereotypes, ~~the~~ bigotry, racism
- researcher brought to light.

* Make sure it's on ongoing project rather than the end.

Record inferences about how features of the tasks and scoring tools invite and support students in creating high-quality work.

Task Descriptors	Scoring Tools (rubrics, scales...)
<p>what do you want?</p> <p>Power Point</p> <p>used rubric - models</p> <p>sources listed</p> <p>Research guide</p> <ul style="list-style-type: none"> different types of sources - list sources? 8 life events - narrow to 5? <ul style="list-style-type: none"> identity impact questions to ask for impact provided significant life events (good section for impact?) reflection <p>New one: learning target</p>	<p>(Required more? narrow from 2 to 1 or 2)</p> <ul style="list-style-type: none"> Impact on identity ^{Should be required?} Identity/character trait? (Identity paragraph)
<p>What could we do to improve our tasks and scoring tools?</p> <p>what uses their hispanic connection?</p> <p>What connections do we see between the quality of student work and the tasks and scoring tools teachers are creating? What do these connections suggest in terms of goals?</p> <ul style="list-style-type: none"> Separate tips from tasks. Good narrow to 5 from original 8 events. 	<p>at very end, have students gallery walk to look for Hispanic patterns</p> <p>On order of task, do paragraph last.</p> <p>Put in what that identity is old stayed</p> <p>Put section for life impact in note catcher.</p> <p>On each task event - put in both events</p>

More room for open-ended feedback

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<p>Highly connected the idea of identity throughout research on topic with concepts.</p> <p>Elaborate research</p> <p>different perspective.</p> <p>shows identity and position of his sponsor notes.</p>	<p>Editing evident</p> <p>clean lines, no typos editing evident.</p> <p>well thought out.</p> <p>Research extended into more unique roles.</p>	<p>real connection to current topics</p> <p>format real work.</p> <p>can relate to work she is.</p> <p>Information of informative and gave insight into the individuals I don't know personally.</p>

Part II: Tasks and Scoring Tools that Invite and Support Quality

Record inferences about how features of the tasks and scoring tools invite and support students in creating high-quality work.

Task Descriptors	Scoring Tools (rubrics, scales...)
<p>Question to ask yourself - GIVES students an opportunity to check their facts to the main concept. Is it related!</p> <p>Peer review guided the students of they needed to do more research. Review guided the reviewer to look for specific ideas</p> <p>Typing tips - in very helpful kids could type independently</p>	<p>Title - specific requirements. Easy to follow</p> <p>Difference between describing identity and identifying the event</p> <p>Idv knows by - outside material an option.</p> <p>Parent events 2.5 -</p>

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<p>task - identify events ↓ how shaps, define ID</p> <p>"report" not higher level thinking</p> <p>muddle through much research, * often celebs - create an understanding of ID</p> <p>* a lot of research</p>	<p>sources?</p> <p>thoughtful photos</p> <p>detail in beauty, font, construction</p> <p>typed</p> <p>colorful, carefully constructed</p> <p>well edited</p> <p>balanced (but given dimension)</p> <p>details-specific</p> <p>pics match #</p> <p>2-sided</p> <p>* BUT THEY ALL LOOK THE SAME</p>	<p>ID # →</p> <p>Not real-world format</p> <p>"report"</p> <p>gain understanding of hispanic, culture & lang married</p> <p>plagiarism not Students' own thoughts [can tell in wording]</p> <p>- real-world issues: "putting down"</p> <p>academic + real-world/people</p> <p>* pres-day + historical</p> <p>* student choice</p> <p>* authentic → placard in Spain</p> <p>* global citizen</p>

Part II: Tasks and Scoring Tools that Invite and Support Quality

help facilitating research

side note: not all met target & more drafts?

* IN THIS THIS & HOW CAN THEM TO DESCRIBE

Record inferences about how features of the tasks and scoring tools invite and support students in creating high-quality work.

Task Descriptors	Scoring Tools (rubrics, scales...)
<p><u>Original</u></p> <ul style="list-style-type: none"> - helps section info. - easily transferable to product format - concise, not too crowded - clearly state event + 3-5 details - no CT./STUD. - "Description in Short" on "research plan" - <u>Questions</u> - getting started tips 	<p><u>New - quick-type</u></p> <ul style="list-style-type: none"> - more of a ✓ list - include stud + Lts - Recall: in rxn: "maybe more, very clear directions"
	<ul style="list-style-type: none"> - specific in #s - 3 = meets expectations (use report card lang) → solid -

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limit - time, knowledge of lang. (why its in Eng.), research abilities
 process - 1 "access" when student + Ditt on rubrics

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<p>^{summary} Breaking biography into 5 sections and adding an illustration.</p> <p>Social issue of racial stereotyping in entertainment addressed</p>	<p>well designed colorful typed careful construction</p>	<p>high interest/exposure celebrities historical figures</p>



Part II: Tasks and Scoring Tools that Invite and Support Quality

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Task Descriptors	Scoring Tools (rubrics, scales...)
<p>Research Planner</p> <ul style="list-style-type: none">• focus on ideas of IDENTITY and SIGNIFICANT life events• good research notecatcher• typing tips, todo over break <hr/> <p>NEW task descriptor</p> <p>5 steps?</p> <p>Standard included *</p>	<p>5 major sections</p> <p>Clear expectations ~ very specific</p> <p>shaded columns</p>

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<p>Pictures Coupled with Writing - stdt has to decide the visual to compliment the text - or vice versa</p> <p>Text includes many details and indicates that quite a bit of research went into the creation.</p> <p>"References to the bigger ideas of racism, bigotry"</p>	<ul style="list-style-type: none"> • Cards include detail & specificity • typed • two-sided 	<p>Title card in Spanish</p> <p>Includes scientists, actresses, artists</p> <p>stdts self-selected who they did research on.</p> <p>→ influential Spanish</p>

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Task Descriptors	Scoring Tools (rubrics, scales...)
<p>Research Planner</p> <p>unique life events - influential in making the person who they are - connects to identity.</p> <p>Questions... great thought provokers "to connect to identity."</p> <p>typing tips / peer review - seems really helpful but could be organized more clearly</p> <p>planning tool - asks for 8 life events and has room for 5 events</p> <p>peer review - more room for feedback</p>	<p>Workmanship... outside materials used.</p> <p>Rubric emphasized connections to "identity under" Events"</p>

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<ul style="list-style-type: none"> multiple events important to specific person's life overall biography (events impacting identity) 	<p>Typed text boxes cut? mounted</p> <ul style="list-style-type: none"> - Supporting images mounted behind the text - attached w/ string to create mobile 	<ul style="list-style-type: none"> Spanish artist ~ very influential one Spanish dancer/actress ~ present day 1st Hispanic woman to fly into space 1st Hispanic to win Academy award

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Task Descriptors	Scoring Tools (rubrics, scales...)
<p>Tips for getting started - multiple sources</p> <p>Questions to ask when choosing sig. event</p> <p>Research planner</p> <p>Significant Life Events</p> <p>websites used ^{responses}</p> <p>reflection</p> <p><u>New Task Descriptor</u></p> <p>Research</p> <p>Describe identifying</p> <p>Choose 5 major events</p> <p>Find pictures</p> <p>Create mobile (descriptions included)</p>	<p>Title ~ in Spanish</p> <p>Identity Para. ~ describe identity</p> <p>Events ~ event + reasons of impact</p> <p>Photos ~ direct link to event</p> <p>Workmanship ~ typed, edited, colorful</p>

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