Bridging to Practice: Student Work Sample Sorting Protocol

PART 1: Individual

A: Setting the context: Mathematics Task. (5 mins)
Work through the math task on your own. Ideas to think about: What was the "big idea" of the task/assessment? What result or claim needed justification? What would a high quality argument on this task look like?

B: Initial Sort (10-15 mins)
On your own, do a "quick sort" of students' work by the degree of proficiency demonstrated with providing an argument of relevant claims. For each sample, record the corresponding work sample letter in the appropriate column of the chart below.

HIGH Quality (strong example of a mathematical argument)	ADEQUATE Quality (adequate example of a mathematical argument)	LOW Quality (not a strong example of a mathematical argument)

PART 2: Collaborative

Assign Roles
Role 1: **Handler** – responsible for moving around the student work samples into piles (High, Adequate, Low Quality) based on discussion and direction from group

Role 2: **Reporter –** responsible for sharing small group ideas and reasoning with the larger group during discussion

C: Working Towards Group Consensus (10-15 mins)
As a group, discuss each student work sample. Decide as a group where each sample belongs (High, Adequate, or Low). The Handler will sort the samples into the appropriate piles as determined by the group. Record work sample letters in the appropriate column of the chart below.

The Reporter will record the official group sort on the white board.

HIGH Quality (strong example of a mathematical argument)	ADEQUATE Quality (adequate example of a mathematical argument)	LOW Quality (not a strong example of a mathematical argument)

D: Collaborative Discussion for Final Sort (15 mins)
As a larger group, examine the collective sorting of the work samples. Discuss and defend any differences in sorting among the groups based on your understanding of a mathematical argument (Claim, Evidence, Warrant). Consensus on a Final Sort is the goal of these discussions.