

Student Argumentation Work Sample Sorting Protocol

Total time: 23- 28 minutes

PART 1: Individual

A. Setting the context: Mathematics Task. (2-5 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 (8 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)

As useful, record some notes here or on the work samples themselves.

Student Argumentation Work Sample Sorting Task

PART 2: Collaborative

Assign Roles

Role 1: Handler – responsible for moving each student work samples into appropriate pile (i.e., High, Adequate, Low Quality) based on discussion and direction from group

Role 2: Reporter – responsible for keeping track of final consensus and, if using a full group format, for sharing small group ideas and reasoning with the larger group during discussion

Role 3: Time Keeper – keeps time and ensures group doesn’t exceed time limits. Can prompt movement to the next sample or section as appropriate.

C: Working Towards Group Consensus (10 mins)

As a group, discuss each student work sample. Decide where each sample belongs (High, Adequate, or Low Quality). The Handler will sort the samples into the appropriate piles as determined by the group. Record work sample numbers/letters in the appropriate column of following chart. *The Reporter will record the official group sort on their chart.*

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)

As useful, record some notes here or on the work samples themselves.

D: Brief Reflection (3-5 mins)

Group members summarize key ideas from their Sorting Discussion. As desired, some individual reflection time can be used prior to the group debrief.

- What features or characteristics of the student work did your group talk about as you were considering the quality of these arguments? Which of these features/ characteristics are most important to you?
- Focusing on argumentation, what do you see as the strengths and areas for growth for individual samples or the set of samples within each group?
- What are next steps for you and/or your team?