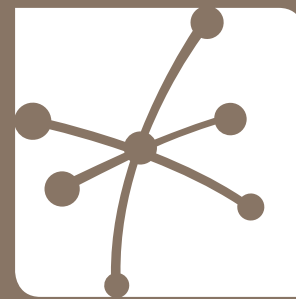


MAKING SENSE OF STUDENT WORK



Making Sense of SCIENCE

FORMAT

Available as a printed book and as an eBook for computers and portable devices

AUDIENCE

K–12 teachers of any subject

SEQUENCING

Best used after teachers have engaged in a facilitated discussion of student work, for example, what happens during the Teaching Investigations in face-to-face Making Sense of SCIENCE professional learning courses

RELATED MATERIALS

It is essential that the student work teachers analyze and discuss while using this protocol is rich. Because teachers are often lacking tasks that reveal students' mental models, ways of thinking, and depth of knowledge kinds of tasks, Making Sense of SCIENCE offers collections of formative assessments tasks. These task banks are available for a variety of content areas and grade-levels, including a task bank of NGSS-shifted grade K–5 tasks, task banks for middle school physical, earth, and life science, and task banks for high school chemistry and genetics.

The Making Sense of Student Work protocol is a guide for groups of K–8 teachers (anywhere from 3 to 24 people) working in professional learning communities. The protocol supports groups of teachers:

- Facilitating their own collaborative analysis of their students' work and evidence-based discussions about student thinking
- Examining and coming to understand students' ideas and the logic behind students' correct and incorrect thinking
- Strengthening their abilities to make instructional choices in response to the specific ways students are thinking
- Analyzing and improving the formative assessment tasks used with students

The protocol is divided into five 2-hour sessions, each with a specific focus — exploring mental models, investigating learning gaps, thinking through instructional next steps, analyzing tasks, and modifying tasks.

The protocol is *not* science-specific and has been successfully used by teachers in a variety of contexts, including formal professional learning communities, weekly grade-level team meetings, and informal teacher-to-teacher collaborations.

