Handout: Anecdotal Notes Workshop Protocol

Use the following agenda to support your small group discussion of examples of students' thinking on the length tasks that were used in your classrooms. Use your anecdotal notes to support the discussion.

Describing student performance ~ 3 minutes	Each "presenter" will share a particular student's engagement in a math task by: • describing the particular task that was used and why that task was chosen • noting any relevant background information *(perhaps what the students have been working on in class, relevant information about the student, etc.)* • describing what the student said and did • connecting the student's performance with the learning trajectory
Discussion ~ 3 minutes	"Colleagues" ask questions to: • better understand the task that was used • learn more about what the student said and did • clarify the connections between what the student did and the ideas in the learning trajectory • learn about what ideas the presenter captured in the anecdotal notes • find out more about how the notes were taken *(when they were recorded, how they were written)*
Focusing on teaching practice ~ 5 minutes	After all group members have presented, then discuss: • what levels of thinking were made visible by the tasks • questions about the ideas in the learning trajectories • ideas for enhancing the use of anecdotal notes to capture information that seems important for determining learning trajectory levels