

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.

<p>Describing student performance</p> <p>~ 3 minutes</p>	<p>Each "presenter" will use the anecdotal notes that were taken to share a particular student's engagement in a math task by:</p> <ul style="list-style-type: none"> describing the particular task that was used and why that task was chosen noting any relevant background information <i>(perhaps what the students have been working on in class, relevant information about the student, etc.)</i> describing what the student said and did connecting the student's performance with the learning trajectory
<p>Discussion</p> <p>~ 3 minutes</p>	<p>"Colleagues" ask questions to:</p> <ul style="list-style-type: none"> 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 <i>(when they were recorded, how they were written)</i>
<p>Focusing on teaching practice</p> <p>~ 5 minutes</p>	<p>After all group members have presented, then discuss and record answers to the following focus questions:</p> <ul style="list-style-type: none"> What levels of thinking were made visible by particular tasks? In what ways did the trajectory provide a framework for understanding students' responses and strategies? How could the trajectory help plan "next steps"? How could the use of notes be improved to support descriptions of the students' measurement?