COLLABORATIVE GUIDED INQUIRY[1] FOR STUDENT WORK

The purpose of this guide is to provide opportunities for instructors to discuss students' work and opportunities for growth. The protocol can be used to assess and support students, to advance professional development and to reflect about assignment design.

I. GETTING ACQUAINTED – GENERAL ASSESSMENT

1. **Introducing the work:** Presenting teacher shares minimal information about the work avoiding value description
    - states the course and the level, whether it is initial or advanced
    - describes the classroom activity, sharing relevant intended learning outcomes
    - translate the assignment instructions and explains how assignment fits into the overall curriculum

2. **Looking at the work**: In silence, individuals observe the work brought in.

II. ZOOMING IN – TARGETING ASSESSMENT OF UNDERSTANDING

3. **Revealing disciplinary grounding (Learning Outcomes):**
    Group members describe what they view as the disciplinary insights/modes of thinking or ability areas that seem to be informing this work, pointing to the evidence in the work that makes them say so.
    - What evidence suggests achievement of intended learning outcomes?
    - What suggestions might we offer to this student to deepen learning?

III. STEPPING BACK

4. **Hearing from the presenting teacher:**
    After listening without intervening, the presenting faculty adds her/his perspective on the general and targeted assessment comments.
    - What might you do differently in terms of this classroom activity?
    - What was effective?
    - What changes (classroom activity, course, curriculum) would you recommend?

5. **Implications for teaching:**
    By examining students' work in this way, what you have learned about designing classroom activities that support student learning outcomes? What are the curricular implications?
    - What items represent best practices for other classroom activities/assignments?
    - What are the implications (e.g., curriculum, advising, etc.)?

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[1] Developed by Veronica Boix-Mansilla, March 2006, and adapted for National Project on Assessing Learning in Learning Communities