CSI Cohort Session 3
Auditing Grade-Level Assignments

LOGISTICS	Wednesday, January 19 from 10:00-12:00 pm (CT)	**ZOOM LINK**	**WORKBOOK LINK**
OBJECTIVES	**audit** assignments from your school for grade-level alignment **analyze** samples of student work to identify strengths and gaps in teaching and learning
PRE-WORK	1. Collect at least **5** assignments for ONE priority course/grade. 2. For each assignment, collect at least **3** student work samples (minimum 15 samples).

SLIDE	NOTES
Review from December Looking back… **A. CONTENT** — Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions? **B. PRACTICES** — Does this assignment provide meaningful practice opportunities for this content area and grade level? **C. RELEVANCE** — Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts? **D. PERFORMANCE** — *Only if students have completed the task:* Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)? **KEY POINT:** *The assignment review tool helps us answer the question, "Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?* TNTP reimagine teaching	
Opening Reflection Reflecting on progress toward goals Consider your school improvement goals… **Where have you seen success or improvement?** **What leader moves led to those changes?** Discuss in breakout groups. TNTP reimagine teaching	
Looking at Student Work	

Looking at student work

What is the purpose of looking at student work? How and to what extent do you currently use student work in your role?

Discuss in breakout groups.

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Assignment Review Tool Domain D: Student Perf.

Evaluating student performance

D. STUDENT PERFORMANCE: Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?

	Met:	Did not meet:
D1. Which students met the expectations of the assignment, as communicated by the directions and/or scoring key? • If no directions and/or scoring key is provided, assume 80% accuracy and completion meets the assignment expectations.		
D2. Which students met the expectations of the target standard(s) of the assignment? • If the assignment meets the demands of the standards (A), then student performance on the standards should match their performance on the assignment (D1). • If the assignment does not meet the demands of the standards (A), the student performance likely won't meet the demands of the standards.		

✓ **ASSIGNMENT**: Mastery of expectations set by the assignment
✓ **STANDARDS**: Mastery of expectations set by the standards

➢ Students **cannot** master the standards if the assignment is below grade-level.
➢ Student performance data can be misleading if the assignments themselves are below grade-level!

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Audit Reminders & Recommendations
ELA Review Tool | Math Review Tool | Rated Rubrics

Reminders & recommendations

✓ You should spend most of your time on an assignment evaluating its CONTENT (domain A), including looking up aligned standards - *don't skip this part!*

✓ Work through the tool in order: content → practices → relevance → student performance

✓ If you get stuck, collaborate with your colleagues in-person or in your breakout room!

✓ Reference any of the rated rubrics from our December session if needed to help calibrate

A. CONTENT	B. PRACTICES	C. RELEVANCE	D. PERFORMANCE
Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?	Does this assignment provide meaningful practice opportunities for this content area and grade level?	Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?	**Only if students have completed the task:** Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?
WHAT students are working on	HOW students engage with the content	WHY the work matters beyond the assignment	

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Pause Point

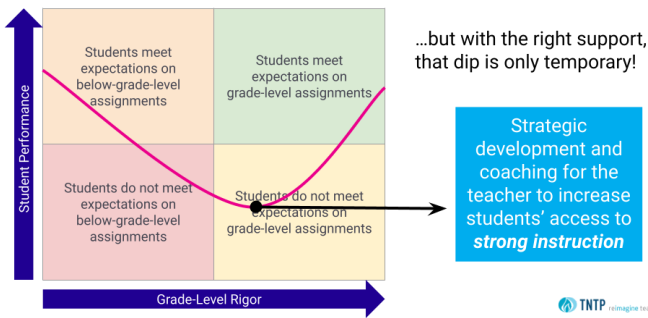## Small group reflections (11:30-11:45)

1. **What did you notice about the assignments in terms of content, practices, and relevance?**

2. **What did you notice in the student work?**

3. **Does this surprise you? Why or why not?**

4. **What do you think might be contributing to these trends, whether positive or adverse?**

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## Comparing Student Perf. to Rigor ([Menti Voting Link](#)) **As rigor increases, performance may dip…** 	
## Pause Point **Whole group share-out** 1. **What did this mini-audit reveal for you about your teachers? Coaches? Students?** 2. **What do you think might be contributing to the trends you identified, whether positive or adverse?** TNTP reimagine teaching	
## Closing ([Survey Link](#)) **OPPORTUNITY OF A LIFETIME** **Prework for February:** Evaluate the remaining assignments you collected. *Strongly recommended:* Evaluate another set of assignments and student work for the same or another priority course/grade. *More qualitative data → more nuanced solutions!* **Before you leave:** Please complete this session survey. We appreciate your feedback to help us continuously improve! *thank you* TNTP reimagine teaching	