



# WORK SORT PROTOCOL

*Best practice is to do this work with a team of colleagues*

1. Identify a task that will help elicit student strategies and evidence of student thinking to use in this protocol. The sources on [alllearnersnetwork.com](http://alllearnersnetwork.com) are:
  - a. High Leverage Assessments (HLAs)
  - b. Formative probes (CRAs)
2. Consider the range of student strategies you are expecting to see on the task.
3. Administer the task to all students.
4. Best practice is sorting with anonymity. Temporarily remove names by putting names on the back, post-its over names, etc.
5. Do a quick look through of work samples focusing on global noticings.
  - a. What's the good news?
  - b. Consider general overview of strategies, trends, and patterns
6. Sort by the students' strategies, regardless of the accuracy of their solution.
7. Name each pile of student work based on the strategy used. Continue to look for patterns and trends in each pile and further sort when necessary.
  - a. You will have a "?" pile when you don't understand the student's thinking and follow-up is required.
  - b. When looking at a strategy pile, think about which students need to deepen their understanding of their current strategy and which students are ready to progress to a more efficient strategy.
8. **Data to Action**- Record next instructional action steps based on insight from analyzing students' strategies and understanding. It is not "the looking" at student work that matters. It is what we do next in response to our formative assessment data that matters. Here are possible areas for your next action steps:
  - a. Flexible groupings for targeted instruction
  - b. Student interviews
  - c. Math menu options
  - d. Math warm-up routines, number talks
  - e. Entrance and exit tickets
  - f. New main lessons
  - g. Reteach to all
  - h. Select and sequence for strategy shares