

# The Assessment Protocol and Interdisciplinary Understanding

Lance Kayser & Ilva Mariani  
Cerritos College

---

# Why a protocol?

- A protocol creates a productive and nonthreatening environment for all
- Teachers discuss pieces of students' work with the goal of assessing and supporting students, advancing professional development and reflecting about teaching



# The assessment protocol

- We will use our standard protocol to assess student work, looking for evidence of interdisciplinary understanding.

adaptation of the “Collaborative Assessment Conference Protocol” from The Evidence Process, The Evidence Project at Project Zero, Harvard Graduate School of Education, 2001.

1. After sharing minimal information about the work, the person whose student work is being discussed does not contribute to the discussion until the end of the process.



# The assessment protocol

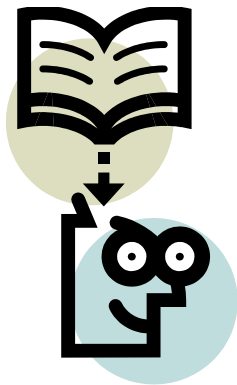
## 2. Clarifying the specific goal:

We are seeking to examine the degree to which this student work represents interdisciplinary understanding.



# The assessment protocol

3. **Looking at the work:** In silence, individuals read or observe the work brought in.

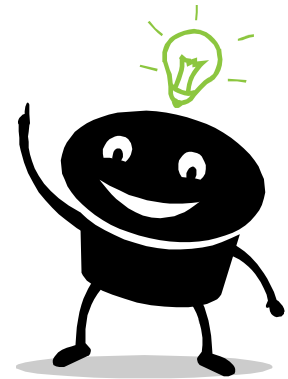


We **read** in silence.

# The protocol

4. **Pointing out:** The group points out any aspect of the work, withholding judgments about quality or comments about taste.

*What do you **notice**,  
without commenting on  
whether it is good or bad?*

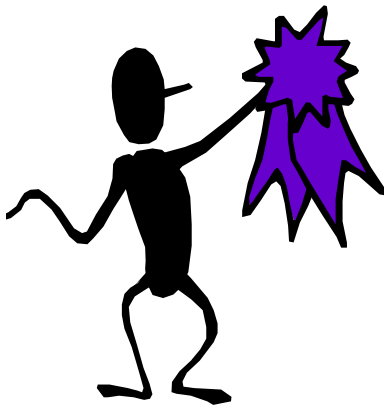


# The protocol

5. **Valuing the work:** Group members share general qualities of the work that they appreciate.

*What do you appreciate or **value**?*

*Be specific and point out the evidence in student work.*



# The protocol

- 6. Raising questions:** Group members share what questions and concerns the work raises for them. Questions open up the work and make the group's thinking visible.

*Questions will be answered by the Presenting instructor, but not quite yet...*





# The protocol

7. **Discerning the purpose of the work:** Group members describe what they view as the purpose of the work, pointing to the evidence in the work that makes them say so.

*Is this an in-class assignment, test, homework or group assignment? What was the **purpose** of the work? what questions were the students asked?*



# The protocol

- 8. Revealing disciplinary grounding:** Group members describe what they view as the disciplines that seem to be informing this work, pointing to the evidence in the work that makes them say so.

*Focusing on one discipline at a time...*

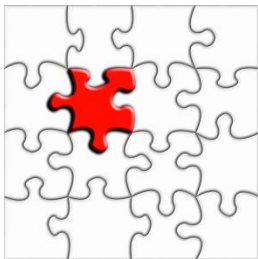
*Are disciplinary insights and*

*modes of thinking*

*effective? accurate?*

*Suggestions to deepen*

*disciplinary grounding?*



# The protocol

9. **Revealing integrations:** Group members describe what they view as overarching integrations of disciplinary perspectives attempted by the student, pointing to the evidence in the work that makes them say so.

*How does/could the **integration of disciplines enrich, enlarge, and deepen student understanding** of the issue within the assignment?*



# The protocol

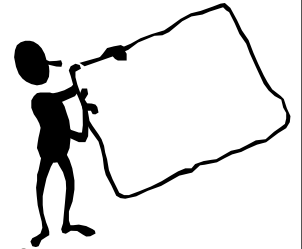


- 10. Assessing thoughtfulness:** Group members describe what they view as students' reflection about the nature of his or her work and learning, pointing to the evidence in the work that makes them say so.

*How do student reflections reveal a developing ability to do interdisciplinary work?*

*... to inform the interdisciplinary work of your learning community*

# The protocol



- 11. Hearing from presenting teacher:** After listening without intervening, the presenting teacher adds his perspective on the general and targeted assessment comments. He may or may not choose to address particular questions raised or clarify aspects of the context.

*The presenting instructor can finally talk!  
He presents and discusses the  
assignment..*

# The protocol



- 12. Implications for teaching:** Group members may share thoughts that the discussion has provoked about **their own** teaching, students' learning, or ways to support a student in reaching his goals and/or each group member may write his thoughts down, individually.

*How does the process that you just went through translate into **useful information for you and your students?***

# The protocol

- 13. Reflecting on protocol:** Time at the end to revisit the process and the protocol considering what was helpful in the protocol structure and what was frustrating.



*This can be an anonymous, individual, written reflection that is compiled and shared by the facilitator at the next meeting or via email.*

- (A) What insights or questions has the process raised in regard to your teaching?
- (B) What are your thoughts about the protocol?

We hope that you try the protocol with your colleagues, especially within your learning community.



Lance Kayser [lkayser@cerritos.edu](mailto:lkayser@cerritos.edu)

Ilva Mariani [imariani@cerritos.edu](mailto:imariani@cerritos.edu)