are free to pass. Everyone listens carefully. There is no cross dialogue. Comments are kept short (if you

keep hearing yourself say “and,” you’ve said too much). Use action words, descriptive words and phrases.

The chair sets the focus for each round, listens, and takes notes for common ground.

.L[[PUN:[HY[LK (10 minutes)

• The facilitator reminds the group of the norms of collaboratively looking at student work and, with the

group, establishes time limits for each part of the process. At this time the tone is set for description

through a brief activity or exercise if the participants are unfamiliar with descriptive review.

• The presenter providing the student work giveart³oڰӀՐՠ ³oڰӀՐՠxercise if the participants arà밠ἑ杓

weak student or whether this is a particularly good or poor piece of work from this student.

• The presenter may, at this time, inform the group of the question or dilemma s/he would like the team

to consider.

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• The amount of time needed to examine the work depends on the amount of student work, complexity,

and number of team members.

+LZJYPW[P]L0U[LYWYL[P]L9V\UKZ)LNPU (30-90 minutes)

• Each round (or rounds if the same focus is used for several rounds) is summarized by the facilitator and

clarifying questions—not probing questions.

• A pause for the presenter to reflect on what s/he is learning, either silently or aloud to the team, can be

interjected into the rounds.

• There is no absolute order, nor focus for rounds, except for literal description rounds, which must

always be done: “What do you see? Six colors used: one cloud, two people, one with red pants…”