



FRS Collaborative Scoring Session Planning Guide

This guide is an optional resource to help facilitate this session with teachers. This process should take up to 2 hours. [Access an editable version of this document in Google Docs.](#)

Session Preparation Checklist (Before Meeting)

- Ensure all participants have access to:
 - Scoring Guide / Rubric
 - Student FRS Assessments
 - Computer to access Forefront Reports and Next Steps
 - Decide on roles (facilitator, note-taker, timekeeper if needed)
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Session Agenda

1. Welcome & Objectives (5–10 minutes)

- Set the tone: This is a collaborative, non-evaluative space.
- Share the goals:
 - Build shared understanding of how students are reasoning about fractions.
 - Develop consistency in scoring student responses.
 - Identify patterns in student thinking.
 - Plan next instructional steps.

2. Scoring Calibration (20–30 minutes)

- Review scoring rubric (briefly)
- Score 2–3 student responses together as a team.
- Discuss:
 - What reasoning do you see?
 - How did you apply the rubric?
 - Where did you land and why?

 Use this space to jot observations and clarifications:

Notable discussion points:

Rubric questions or clarifications:

3. Small Group Scoring (Optional, 15–20 minutes)

- Teachers work in pairs or triads to score 2–3 additional student samples.
- Compare scores. Discuss any differences and why.

4. Data Analysis & Patterns (15–20 minutes)

[Using Reports to Guide Instruction](#)

As a group, look for trends:

- What strengths do you notice across students?
- What misconceptions or challenges are common?
- Are there any standout needs by subgroup (e.g., by class, program, etc.)?

 Patterns in Student Thinking:

Strengths:

Misconceptions:

Surprises or outliers:

5. Next Instructional Steps (15–20 minutes)

[Accessing Next Steps Documents](#)

- Use the Next Steps documents to identify appropriate reteaching strategies.
- Plan:
 - What will we address in whole-group instruction?
 - What can be handled through small group or intervention?
 - Any cross-grade implications?

 Next Steps Plan:

Whole-group focus:

Small-group/intervention focus:

Resources/activities to use:

 Notes / Takeaways

Things to bring back to team planning:

Supports or resources needed: