

Student Work Analysis Protocol Rationale and Suggestions

Analyzing student work provides teachers with opportunities to explore students' understanding of important concepts and skills across grade-levels and content areas. The information derived from student work analysis and reviewing teacher practice helps educators make instructional decisions for improving learning in their classrooms. By reviewing and comparing student work, teachers and students will have a clearer picture of expectations and outcomes.

Other benefits of Student Work Analysis include:

- Increased knowledge of planned and taught curriculum, strategies, methods, and other contextual factors related to teaching and learning in the classroom.
- Improved alignment for standards and curriculum, leading to improved results on assessments.
- Opportunities to collaborate with other educators who are teaching the same students, moving away from isolated teaching.
- Increased alignment of curriculum within and across grade levels.
- Current and accurate classroom data based on common assessment methods.
- Work environment focused on nurturing a professional collaborative culture based on student success in all classrooms, across subject areas.
- Development of a professional development plan based on identified teacher needed skill development and student academic needs.

Suggestions for success:

- Focus on strategies that improve student achievement. Avoid conversations that focus on student or teacher deficits as well as system-wide curricular concerns.
- Use the protocol as a guide to complete the process. Other strategies may be useful but may lead to wasted time.
- Have someone keep the group on task. Designate a time frame for each step in the protocol and have a timer within your group who will refocus or move the group toward the next step. Assign someone to “bring the group back” when the conversation deviates from the task.
- Analyze student work and teacher practice authentically and with an open mind. No one is perfect. Whether an advanced student or master teacher, improvement can be made.

Common Terms:

- Task- Any assignment completed by students to measure proficiency.
- Student Work Analysis Protocol- A process used to analyze student work in a group.
- Proficiency- A standard set by a group of educators for a given task.

We are looking for consensus on proficiency for students within the same content area. In addition, we are looking to improve our teaching methods, strategies, and skills to improve student success on common tasks, especially for EL and struggling students.

STUDENT WORK ANALYSIS PROTOCOL

Directions: Each teacher involved should fill out the following protocol using the numbered steps provided. Anything with an asterisk* should be discussed and filled in as a PLC team.

1) (5 minutes) Mix up the student samples. Each teacher take a short stack of student samples. Individually and silently review each task sample and decide on examples of designated category student work examples. Sort student work samples into leveled stacks for student examples. 2) (2 minutes) Choose at least three samples from the student work from designated stacks and fill in the columns below 3) Spread them in front of the PLC team members and review the selected materials. 4) (5-10 minutes) Each teacher should review one each grouping sample using the analysis boxes below (in blue). 5) (5-10 minutes) Teachers should share out their analysis for validation or modification. (“What makes this a high level? What disqualifies it?”) Discuss and come to a conclusion on what constitutes a high, med, and low, student work sample (yellow box). 6) (5-10 minutes) Discuss strategies and teaching modifications for student improvement (page 2).

STUDENT WORK ANALYSIS		
Content Area:	Common Task Analyzed:	
Learning Target	*What do you consider to be a proficient response to this task/assignment?	
Struggling	Getting It	Got It
Student Work Areas of Strength:	Student Work Areas of Strength:	Student Work Areas of Strength:
Student Work Areas of Weakness:	Student Work Areas of Weakness:	Student Work Areas of Weakness:
Obvious Student Misconceptions/Patterns:	Obvious Student Misconceptions/Patterns:	Obvious Student Misconceptions/Patterns:

TEACHER PRACTICE ANALYSIS

*Teacher Practice: What worked? What needs work? How can we improve implementation for greater student success for this task? Do the “obvious misconceptions/patterns” and “student weaknesses” identified provide you with insight into what needs to be scaffolded? Reinforced? Clarified?

*Suggested Interventions or Modifications for task:

*Other: