

Novel HS and MS ELA

Looking at Student Work Protocol



Daily LASW (Looking at Student Work) Outcomes:

- ☐ The teacher identifies trends in student work and can articulate the gap between their students' work and the exemplar.
- ☐ The teacher leaves ready to deliver batch feedback that addresses scholar trends to close gaps in their classroom.
- ☐ The teacher understands what they need to do differently during classroom instruction to improve student outcomes in tomorrow's lesson and moving forward.
- ☐ The teacher sets concrete goals for improving student outcomes.

Note: Purposefully missing from this protocol is a clear and ready-to-implement re-teach plan. That is because the purpose of this daily LASW is for the teacher to be clear on the gaps in scholar work/thinking and what specifically they want scholars to do differently the next day. The purpose is not to create (and execute) a full re-teach plan.

Timing	Agenda
5 minutes	Review the exemplar. - What is the idea of proficient? What are the different ways students could phrase this idea? - What would we <i>not</i> accept as proficient? Why?
10–15 minutes	Diagnose Scholar Work - Use the task exemplar and task "Criteria for Success" to sort the work into "Got it" (proficient and advanced), "Close" (approaching), or "Didn't Get It" (weak or little success). - For approaching and below: What trends do you see? - What is most holding kids back from scoring proficient? - What misconceptions about the question or text are common? What does that tell us about scholar thinking? - What in your instruction today led to this trend? - For proficient and advanced: What trends do you see? - What are the positive trends? What in your instruction led to this trend? - Whose work could you spotlight in a show call or otherwise? - What gap or trend could students still improve upon?
5–10	Name the Change

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minutes	● Student ○ What do you want students to do differently tomorrow? ○ Let's look at tomorrow's lesson. What will you actually say as your batched feedback? What work could you show call? ○ What are the buckets of students you will visit tomorrow? In what order? ○ Are there specific students you'll prioritize first? Who do you want to see move from approaching to proficient? From weak to approaching? ● Teacher ○ What is one thing you can do differently in your instruction tomorrow to improve student outcomes?
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Four Core Questions:

- What can the students do well?
- What are the writing gaps in this work?
- What writing gap is foundational to close first?
- What does writing tell us about adult practice?

Process in a Nutshell:

- Complete the assignment as an adult.
- Study a range (but manageable—maybe 3–4 H/M/L each) amount of student work.
 - First: Notice what is consistently strong.
 - Second: Then name the gaps that appear.
 - Third: Drill down on the gap that is foundational—first to understanding the text, then to answering questions about it.
 - Double check trends across additional student work
 - Fourth: Name what the gap tells us about adult practice.