Student Work Analysis Protocol

Student work analysis is a core process of intellectual preparation used to collaboratively analyze work samples with the goal of giving educators insight into students' understanding of concepts and skills and to inform instructional decisions for improving student learning. Set aside approximately 45 minutes for this protocol.

> The items below are part of the ongoing work of an effective PLC and serve as preparation for student work analysis.
>
> - Complete lesson internalization protocol for the lesson that includes the task.
> - Complete the task to identify insights, strategies and skills that would indicate student mastery.
> - Compare responses to the rubric and success criteria provided by the HQIR, or, if not, created by the teacher/team.
> - Compare responses to the exemplar, provided by the HQIR or, if not, created by the teacher/team.
> - Establish a shared understanding of the criteria for fully, partially and not yet meeting expectations.
> - Collect student work of the task during the associated lesson and do a preliminary sort of student work based on the success criteria.

Diagnosing Learning Strengths and Needs

Step 1: Reset the team's understanding of standard(s), task, rubric/success criteria and exemplar (as needed).

Step 2: Based on success criteria for the task, revisit parameters for *fully, partially* and *not yet* meeting expectations. Each teacher having student work initially sorted into the three performance bands below prior to the meeting preserves time for collaborative analysis and determining next steps. That said, some work needing further consideration may be set aside, and some work may shift from one band to another based on further insights gained during the process.

- *Fully meeting expectations*: Success criteria have been fully met.
- *Partially meeting expectations*: Some of the success criteria have been met.
- *Not yet meeting expectations:* Few or none of the success criteria have been met yet.

Step 3: For each group (fully, partially and not yet), discuss the following questions using evidence from student responses to support your analysis. Consider starting with the "meets expectations" group since identifying their strengths typically informs identifying needs of the bands below.

Student Group	Focus Questions

Meets Expectations	- **Strengths**: What knowledge, understandings and/or skills enabled them to meet the success criteria?
	  ○ How might aspects of the curriculum and particular instructional moves have contributed to their success?
	  ○ What "other assets" (prior knowledge/skill, experiences, strategies, dispositions, etc.) might these students have brought to the learning that gave them additional support?
	- **Needs**: Given the criteria and the knowledge, understandings and/or skills they represent, what might upcoming learning look like for students currently meeting expectation? Reinforcement of learning through transfer to upcoming tasks? Other possible enrichment or extension opportunities?

Partially Meets Expectations	• **Strengths**: What criteria have students successfully met and what knowledge, understandings and/or skills enabled them to be successful?
	  ○ How might aspects of the curriculum and particular instructional moves have contributed to their success?
	• **Needs**: What criteria have students only partially met or not met yet, and what gaps in knowledge, understandings and/or skills kept them from being successful? Possible misconceptions?
	  ○ What might the strengths of students successfully meeting criteria (above) reveal about what needs to happen for students only partially meeting?
	  ○ What else might these students need to fully meet criteria?

Not Yet Meeting Expectations	• **Strengths**: What progress have these students made, even if they have not yet met any of the criteria? How might this progress be leveraged?
	• **Needs**: What criteria have students only partially met or not met yet, and what gaps in knowledge, understandings and/or skills kept them from being successful?
	  ○ What else might be holding them back? Engagement? Prerequisite knowledge, understandings or skills? Misconceptions? Other?
	  ○ What additional resources might the curriculum/HQIR have to support their needs?

Instructional Implications

Step 4: Determine action steps for whole group and sub-groups.
- What patterns or trends are noted across all groups?
- What aspects of the curriculum and particular instructional moves supported student success?
- What instructional strategies/moves might be beneficial for the whole group moving forward?
- What are some ways to differentiate instruction for each group?
  - What specific supports might students in the partially met or not met groups need to progress towards the success criteria (including how will Tier 2 be utilized to provide aligned support for Tier 1)?
  - How will learning be extended and/or enriched for students that have met the success criteria?
  - What additional resources might the curriculum/HQIR have to support student needs? Where else might support be found within the building/district (MTSS, etc.)?
- Looking ahead, what is the next sample of student work that will be collected to monitor progress?
- What needs for professional learning might this data have revealed? How will any identified needs for support be communicated to building or district leadership?