

## Looking at Student Work: Collaborative Analysis Protocol

### Setting Context

(5 minutes)

**Step 1:** Recall the reasoning behind giving this assessment. What was the big idea?

What were the learning targets? What misconceptions were you trying to get at?

How did you present the assessment to your class?

### Discussing the Work

(15-20 minutes)

**Step 2:** Using the language from the learning target(s), what does the [strong, medium, weak] work show that students are able to do? Remember there are not explanations for the performance at this point, simply what students are able to do in relation to the learning targets.

**Step 3:** Using the language from the learning target(s), what is missing in the [strong, medium, weak] work? What is it in the learning targets that students struggled with?

**Step 4:** Is there a pattern to what students did well, within a level or across different performance levels?

Are there any patterns to what students struggled with, within a level or across levels?

### Discussing Instruction

(10-15 minutes)

**Step 5:** What did you learn from looking at the work of these representative students that could support all of your students? What about specific groups of students?

What might this mean to your instruction as you move forward?

### Discussing the Assessment

(10 minutes)

**Step 6:** How well did your assessment allow students to demonstrate their knowledge and skills in relation to the learning targets? How will did the assessment provide students with an opportunity to demonstrate a range of thinking, from more basic to more complex?

How might this help you design your next assessment?

#### **Team Agreements**

##### **Preparation**

- Compare prepared with representative samples of strong, medium, and weak student work (in relation to the identified learning targets).

##### **Focus**

- Focus on issues of teaching and learning related to the student work presented.

##### **Participation**

- Seek to understand before being understood
- Support ideas, not members
- Build on others' ideas
- Engage in open and honest communication
- Withhold judgment
- Criticize ideas, not members

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Teacher \_\_\_\_\_ Grade/Content Area \_\_\_\_\_ Date \_\_\_\_\_

Standard(s) \_\_\_\_\_

Learning Target(s) \_\_\_\_\_

**Discussing the Work**

Student Work	What does the work show that students are able to do in relation to the learning target(s)?	What is missing in the work in relation to the learning target(s)?
Strong		
Medium		
Weak		
All		

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<b>Discussing Instruction: What have we learned from the work of these students that will support all of our students? Specific groups of students?</b>		
<b>Learning Target Successes &amp; Challenges</b>	<b>Which Student Groups?</b> (All, English Learners, Students with Disabilities...)	<b>Instructional Practices</b>
Based on these work samples and the learning targets, our students know and are able to...		The instructional practice(s) which supported this success....
Based on these work samples and the learning targets, our students need additional practice in...		The best time and instructional practice(s) to support this practice would include...
Based on these work samples and the learning targets, our students need additional instruction in...		The instructional practice(s) that would support students on achieving these learning targets would include....

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### Discussing the Assessment: What did we learn about the assessment itself from analyzing the work of these students?

How well did our assessment allow students to demonstrate their knowledge and skills in relation to the learning targets?

How well did our assessment provide students with the opportunity to demonstrate a range of thinking, from more concrete knowledge and skills to more complex understanding and application?

What could we do to strengthen this assessment and/or the next tasks we provide for students?