



**General instructions:**

This protocol provides a *suggested* order for analyzing student work to diagnose student strengths and weaknesses for instructional purposes. The protocol could be used based on one class of students or by pooling all students together from a grade level/course team.

**Materials needed:**

* Class set of student work and copies for sharing
* Assessment Prompt
* Rubric or Scoring Guidelines

1. ***Review Assessment and Identify Expectations (approximately 5 minutes)***
2. What texts were students expected to read and to draw evidence from?
3. Did the assessment prompt provide students an opportunity to demonstrate what they understand the concepts and skills?
4. ***Reach Consensus about Proficiency (approximately 5 minutes)***
5. Describe what you consider to be a proficient response to this task.
6. Exactly what do students need to demonstrate for you to consider their work proficient?
7. ***Student Work: Sorting Student Work (approximately 30 minutes)***
8. Individually, read the student work samples and without scoring, do a “quick sort” of students’ work by the general degree of the **high, average, low**. A “not sure” pile may be needed. After sorting, any papers in the “not sure” pile should be matched with the typical papers in one of the other existing piles. Student work in the “high” pile may not constitute proficiency, but rather demonstrate the strongest response in the class.
9. The teachers should compare which piles they placed the students’ work. The presenting teacher should discuss the rationale used for placing the student work in a pile when there is disagreement, providing evidence from the student work to justify the thinking. Teachers should refer to the rubric or scoring criteria for expectations of the task when unsure.
10. Consensus should be reached at this time and student names should be recorded in the columns below in order for the teacher to monitor his/her own students’ progress over time.

| **HIGH** | **AVERAGE** | **LOW** |
| --- | --- | --- |
|  |  |  |
| \_\_\_\_\_\_\_\_\_\_% OF CLASS | \_\_\_\_\_\_\_\_\_\_% OF CLASS | \_\_\_\_\_\_\_\_\_\_% OF CLASS |

1. Compare the students at each level to where they began the year. Discuss the students’ progress: Why do you think students are making progress? Why do you think they are not making progress?
2. ***Diagnosing Student Strengths (approximately 7 minutes)***

Review multiple samples (approximately 4 papers) from each level (high, average, low) to discuss. Identify the prerequisite knowledge that students demonstrated about the expectations found in the standards. Record the students’ strengths in the chart below – be specific.

| **HIGH** | **AVERAGE** | **LOW** |
| --- | --- | --- |
|  |  |  |

1. ***Diagnosing Student Needs (approximately 7 minutes)***

Using the reviewed samples from each level, discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected. Record the students’ needs in the chart below – be specific. This is not intended to be a laundry list of everything students did not do, but rather what needs they have within their zone of proximal development or what you would consider to be the next set of instructional needs.

| **HIGH** | **AVERAGE** | **LOW** |
| --- | --- | --- |
|  |  |  |

1. ***Identifying Instructional Next Steps (approximately 10 minutes)***
2. After diagnosing what the student knows and still needs to learn, discuss the learning needs for the students at each level considering the following questions.
   * What patterns are noted for the whole class?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + What strategies will be beneficial for the whole class?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Based on the group’s diagnosis of student responses at the high, average, and low levels, what specific strategies will be beneficial for students at each level?

| **HIGH** | **AVERAGE** | **LOW** |
| --- | --- | --- |
|  |  |  |

1. ***Reflection on Task (approximately 15 minutes)***
2. Were there any unexpected student responses that should be considered that haven’t been discussed?
3. Did the student work demonstrate what was expected? If not, are there any recommended changes to the assignment and/or the prompt?
4. ***Whole Group Debrief (approximately 15 minutes)***
5. Did the student work demonstrate what was expected? If not, why do you think this occurred?
6. Were there any unexpected student responses that should be discussed for the good of the whole group?
7. How can the information gained from this Student Work Analysis inform your overall instructional practice?