Protocol for Analyzing Student Work

Purpose

The purpose of this protocol is to analyze student work, using the focus standard for a lesson, to inform ongoing teaching and learning. Although this protocol may be used on its own, it is intended to be used as part of a collaborative teaching and learning cycle in Phase 2 of the VITAL Collaboration framework.

Suggested Time: 45–60 minutes

Preparation and Materials

* Copies of *Prep Sheet for Analyzing Student Work* that has been filled out by presenting teacher
* Copies of student work samples to be examined
* Copies of a blank student work task
* Copies of any relevant lesson materials
* Review the *Analyzing Student Work Guidance* as needed

Protocol

1. Determine Roles and Set Norms (2 minutes)

The facilitator ensures that each role for the session is filled: facilitator, presenting teacher, timekeeper, notetaker.

The facilitator reminds the group of meeting norms: pausing, paraphrasing, posing questions, putting ideas on the table, providing data, paying attention to self and others, and presuming positive intentions.

2. Review the Focus Standard and Fill in a Copy of the Student Work Task (10 minutes)

* Review and discuss how the standard aligns to the student work task.
* Participants individually complete the student work task.
* Participants discuss commonalities among participants’ responses to the task and make predictions about possible student responses and misconceptions.
* List and discuss the characteristics or features of a high-quality, standard-aligned response.

3. Pose Guiding Question and Present the Student Work Samples (5 minutes)

The presenting teacher

* poses a guiding question to direct participants’ analysis of and feedback on the student work and
* briefly describes the purpose for choosing the student work samples.

Participants ask clarifying questions. These should be short questions intended to clarify, not probe.

4. Examine Artifacts (10 minutes)

Participants silently review the student work.

Participants share factual observations about the student work related to the guiding question.

Participants discuss the following questions:

* What is the work showing in terms of what students know and are able to do?
* To what extent is there evidence of mastery of the knowledge and skills of the focus standard?

5. Respond to Student Work (10 minutes)

Participants discuss the following questions:

* What are the implications for the next steps in the instructional process? What do students need to move forward?
* What instructional next step might support students’ continued growth?

6. Share Feedback and Reflections (5 minutes)

The presenting teacher reflects on the discussion and shares instructional next steps.

Participants share takeaways.

7. Prepare Next Steps (2–3 minutes)

Outline an agenda for the team’s next meeting.

* What protocol will we use?
* What preparation tasks need to happen in advance?
* Who will be responsible for each preparation task?

Participants summarize their next steps as a result of this meeting.

8. Debrief the Process (2 minutes)

Beginning with the presenting teacher, participants share reflections about the process and share insights they gained from the conversation.

* What supported your learning?
* What could we adjust next time we meet to better support your learning?

Notes: