



Analysis of Student Work Protocol from WestEd's VITAL Collaboration Facilitator's Guide

By WestEd

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Analysis of Student Work Protocol

Rev. 10/17

PURPOSE

The purpose of this protocol is to use the focus standards of instruction to analyze student work in order to inform teaching and learning. **Suggested Time: 45-60 minutes**

PREPARATIONS AND MATERIALS

- » Copies of completed prep sheet.
 - » Copies of the student work to be examined. If necessary, only bring in representative samples of student work.
 - » Access to content and literacy standards.
 - » Copies of any relevant assignment materials.
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PROCESS

1. Determine Roles and Set Norms (3 minutes)

- » **Roles:** Facilitator, Presenting Teacher(s), Time Keeper, Note-Taker, Other: _____
- » **Norms:** Pausing, Paraphrasing, Posing Questions, Putting Ideas on the Table, Providing Data, Pay Attention to Self and Other, Presuming Positive Intentions, Other: _____

2. Present the Student Work (5 minutes)

- » The presenting teacher briefly shares and describes the student work.
- » Information should be minimal as to not bias the group.

3. Pose Guiding Question to Focus Feedback (2 minutes)

- » The presenting teacher poses a guiding question to direct the analysis and feedback.

4. Examine Artifacts (5 minutes)

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

5. Share Praise and Positive Feedback (5 minutes)

- » Participants share praise and positive feedback about the design of the instruction.

6. Make Predictions (5 minutes)

- » Participants make predictions about what they think they will see from the analysis of the student work.

7. Procedures for Analysis (15-30 minutes)

- » Facilitator engages participants in the steps from page 3 to foster collaborative analysis of the student work:
 - » Making observations and inferences about the student work
 - » Analyzing the standards
 - » Analyzing the student work as it relates to the standards.
- » While the presenting teacher is welcome to contribute to the conversation and answer questions, he or she should focus on listening and taking notes.

8. Feedback and Reflection (3 minutes)

- » After the analysis has ended, the presenter may ask clarifying questions about any part of the discussion.
- » The presenter shares his or her reflections and take-aways about the analysis and feedback.
- » Participants share their take-aways.

9. Debrief (2 minutes)

- » The facilitator solicits feedback about the process.

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NOTES

BACKGROUND

FOCUS FOR FEEDBACK

PRAISE

PREDICTIONS



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GUIDING QUESTIONS FOR FEEDBACK

1. Make Observations about the Student Work (5 minutes)

Make a list of non-evaluative observations and descriptions about the student work. Look for patterns and trends.

2. Make Inferences about Knowledge and Skills (5 minutes)

Name the knowledge and skills students are demonstrating, or being expected to demonstrate, through the work.

3. Analyze the Focus Standards (5 minutes)

- » At this point, the presenter should share the focus standard that the student work is intended to demonstrate. If he or she completed a prep sheet, share this as well.
- » If needed, use the back of this sheet to analyze and discuss the focus standard(s) to determine the knowledge and skills students are expected to master, as well as the degree of sophistication intended.

4. Analyze the Student Work in Relation to the Standards (15 minutes)

- » To what extent is there evidence of mastery of the knowledge and skills as they relate to the focus standards?
- » What are the implications for next steps in the instructional process? What do students need moving forward?

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Rev. 5/17

UNPACKING THE FOCUS STANDARD

Begin by recording the focus standard of the lesson. Then, unpack the standard by identifying stated or implied knowledge and skills that will be taught. After unpacking the standard, brainstorm possible misconceptions and implications.

FOCUS STANDARD

NEW CONCEPTS / KNOWLEDGE TO BE TAUGHT

Factual, Conceptual, Procedural, and/or Conditional Knowledge

NEW SKILLS / PROCESSES TO BE TAUGHT / PRACTICED

Steps and Procedures to be Applied

PRIOR KNOWLEDGE

What students already should know

ESTABLISHED SKILLS

What students should already be able to do

POTENTIAL AREAS OF CONFUSION OR MISCONCEPTIONS THAT STUDENTS MAY HAVE

IMPLICATIONS FOR INSTRUCTION (IDEAS FOR TEACHING)

IMPLICATIONS FOR ASSESSMENT (IDEAS FOR ASSESSING)

IF APPLICABLE, WHAT ASPECTS OF THE STANDARDS WOULD YOU LIKE TO LEARN MORE ABOUT?