

Analysis of Student Work Protocol¹

Prior Step Before PLC Meeting: Select student work.

Identify an assignment, student performance, or assessment which would provide information about what students are learning; useful if it is related to PLC goal(s). Should be 'meaty' enough to provide worthwhile information, but is not so complex or lengthy that it becomes impossible to review in one PLC meeting. Have students complete assignment, student performance, or assessment. Collect and bring student work to PLC meeting.

At meeting, before you begin, identify pairs of PLC team members who will work together and select a facilitator.

Step 1: Review expectations for student work.

Identify the learning goal(s)/target(s) and record on worksheet. Review scoring rubric or criteria of quality student work shared with students. Summarize on worksheet under learning goal/target.

Step 2: Sort student work and record percentage of students in each category.

Working with a partner, use the rubric or criteria to sort student work into four achievement levels:

- Does not meet the standards
- Partially meets the standards
- Meets the standards
- Exceeds the standards

As the student work is sorted, discuss with partner why each piece of student work belongs where you are placing it; refer to the rubric or criteria for justification. After sorting, record student names in each of the achievement levels in step 2 of the worksheet. Check with others for agreement on how you placed students; adjust as necessary. Calculate the percentage of the class in each category. Record any patterns or trends related to ethnicity, language, or other special populations.

Step 3: Describe student performance in each achievement level.

Examine the student work in each achievement level and identify patterns. Discuss students' performance in positive terms of what they can do relative to the rubric or performance criteria; be specific when possible. Record observations in section 3 of worksheet. (Note: May want to focus on only one student in each category initially when completing this step and step 4.)

Step 4: Describe students' learning needs in each achievement level.

Identify specific skills, concepts, practices, or experiences students in each achievement level will need to progress to the next level of achievement. Use both learning strengths and challenges in determining learning needs. Record observations in section 4 of worksheet.

Step 5: Identify strategies for differentiation in each achievement level.

Discuss and record possible ways to differentiate content or instructional strategies in response to identified needs of students in the four achievement levels. Focus on manageable steps appropriate to students' developmental level and the classroom environment. Identify appropriate resources to help with differentiation of learning.

Step 6: Identify next steps.

Summarize and list next steps to be taken to provide differentiated instruction for all students to close the gap to the learning goal/target.

¹ Adapted from *Teacher Induction Module: Analysis of Student Work*, copyright 2006 by The Regents of the University of California, pp 14 – 29.

Questions to facilitate discussion of student work:

Step 1:

- How will you know if a student is meeting the learning goal/target?
- What sort of work or performances would you like to see?
- What factors may contribute to student success or lead to challenges with the assignment?
- What are the key qualities you are looking for in this work?
- Let's refer to the content standard or existing rubric for descriptors. . .

Step 2:

- What would you say about this student's work in relation to the rubric or criteria or the learning goal/target?
- To what extent is this student's work representative of a particular group of students?
- Are there specific groups of students performing at a particular achievement level?

Step 3:

- What are the strengths of this group of student work?
- What qualities are present in this group of student work?
- What can students in this achievement level do based on the rubric or criteria?
- Let's look again at the listed expectations to. . .

Step 4:

- What do you know about the learning needs of this group of student work?
- What qualities are missing from this group of student work?
- What knowledge or skills might support increased understanding of the student work in this achievement level?
- What experiences do these students need to further learning toward the goal/target?

Step 5:

- What other texts or instructional materials might be available to help students at various levels?
- What sort of options might you be able to incorporate into your instruction?
- How would multi-option assignments support student access to the content?
- How could videos, taped materials, etc. simplify or extend learning for some of the students?
- How can flexible grouping, cooperative groups, partner work, or teams support student learning?
- How might you use interest centers, skill stations, peer tutoring, service learning, or independent contracts in the classroom?
- What are the various ways to check for understanding?
- How might graphic organizers or visuals be used to convey content or procedures?
- How might some students benefit from extended time for completing the assignment?
- How might some students benefit from an opportunity to revise their work?

Step 6:

- What additional information, review, or instruction might the students need?
- What structures or procedures can we envision putting in place?
- What challenges might we anticipate and how might we address them?
- How might the next steps be prioritized?
- What might we expect to see as a result of differentiating instruction?
- How can we support each other further in this work to improve student achievement?

Analysis of Student Work Worksheet

Teacher Name(s) _____ School _____

Grade Level/Subject _____ Date _____

Student Work Selected: _____

1. Expectations for Student Work/Performance:	
Learning Goal/Target	
Summary of Rubric/Success Criteria	

2. Sort Student Work Into Achievement Levels (List student names & calculate % of class.)			
Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards
_____ % of class	_____ % of class	_____ % of class	_____ % of class

3. Describe student performance.			
Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards

4. Describe students' learning needs.

Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards

5. Identify differentiated instruction.

Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards

6. Identify next steps.

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