

Guide for Using Student Work Protocols

Revised by Gene Thompson-Grove, February 2002, Further revised by Amy Schuff and Dianne Leahy, October 2004

Adapted with permission from the National School Reform Faculty by Margaret Biggerstaff, Renee Ringold and Anne Sheridan, May 2009

Protocol	Focus	Function	Strengths	Presenter ¹ Role(s)
Analysis of Student Work	Multiple levels of student performance on an assignment or open-ended item on an assessment	To identify student needs, differentiated instructional strategies and next steps based on classification and analysis of student work in different levels of performance	<ul style="list-style-type: none"> • Clarifies the expectations for student work • Identifies differentiated instruction based on learning needs 	<ul style="list-style-type: none"> • Selects student work for analysis • Identifies assignment given to students • Provides information about student learning goals or targets
Collaborative Assessment Conference	Open-ended individual student work	To look at a piece of student work to determine what it reveals about the student and consider the implications of that student's issues and concerns for teaching and learning	<ul style="list-style-type: none"> • Encourages looking carefully at student work without judgment • Reveals student's mastery of class goals 	<ul style="list-style-type: none"> • Selects student work from an open-ended assignment • Provides information relevant to context(s) for student work during second part of protocol
Considering Evidence	Instructional or learning problem with various forms of supporting student evidence (e.g., video, audio)	To discuss instructional or student learning question(s) based on evidence from student work	<ul style="list-style-type: none"> • Uses a structure for looking at other forms of student work such as videos and audio tapes • Accomplished in a short amount of time 	<ul style="list-style-type: none"> • Selects student work related to instructional or learning question(s) • Presents the evidence that relates to this question, responding to the following three prompts: <ul style="list-style-type: none"> - What did you bring? - Why did you bring it? - What does it say in relation to the question?
Looking at Patterns in Student Work	Similar Student Work from Multiple Classrooms	To identify a recursive instructional problem ² across multiple classrooms or content areas in related assignments	<ul style="list-style-type: none"> • Examines patterns, themes and inconsistencies in student work • Draws conclusions or generates implications related to general instructional strategies across multiple grades or content areas 	<ul style="list-style-type: none"> • All group members bring selected samples of student work related to an agreed-upon group focus • Facilitates group sharing of student work in a timely manner • Records observations and questions about patterns, themes or inconsistencies in student work

¹ May reflect role of facilitator if protocol involves collaborative work of a group, not the specific work of one teacher or a teacher's classroom.

² A recursive instructional problem is a pressing area of need that a collaborating group finds challenging to teach and difficult for students to learn which threads through the curriculum and can be studied recursively over time.

Protocol	Focus	Function	Strengths	Presenter ¹ Role(s)
Reflective Practice	Four examples of student work for one student or one example of an assignment for four students	To gain insights about a student or select group of students to plan next steps	<ul style="list-style-type: none"> • Uses student work to diagnose needs of an individual student or small group of students 	<ul style="list-style-type: none"> • Selects student work for reflection • Identifies and summarizes insights about student(s) based on team observations
Standards in Practice	Open-ended student assignment/assessment with a scoring rubric and the resulting student work from single or multiple classrooms or development of a scoring rubric in relation to standards	To analyze student work in relationship to specific standards and a scoring rubric	<ul style="list-style-type: none"> • Uses structured format to determine what strategies will help all students successfully complete an assignment or assessment • Supports development of a scoring rubric for a classroom • Develops consistency in scoring when the same task is implemented across multiple classrooms • Can be used in an extended meeting (two or more hours) after all staff have administered an assignment or assessment 	<ul style="list-style-type: none"> • Brings a student assignment or assessment to the group • Identifies learning goal or target connected to academic standards <p>In extended time frame:</p> <ul style="list-style-type: none"> • All group members bring examples of student work at various performance levels
Tuning	Open-ended student assignment/assessment from single or multiple classrooms	To analyze student work (assignment with supporting video or audio) in relationship to specific standards	<ul style="list-style-type: none"> • Uses a structure for reflective practice to discuss why student work doesn't reach predetermined goals or standards 	<ul style="list-style-type: none"> • Selects student work samples for discussion • Provides the context and learning goal or target for the assignment or assessment • Answers clarifying questions • Listens during feedback • Reflects on group conversation