Fellows: Analyzing Student Work Protocol

Looking at student data from tasks to help educators reach consensus around proficiency, diagnose students' strengths and needs, score and analyze evidence, and identify instructional next steps.

Directions

Part 1: Reaching Consensus about Proficiency ~ 10 mins	Have participants look over part one and answer all questions. Overall this section will help them analyze what the tasks want the students to know and be able to do based on an analysis of the task itself. The questions are: • What did the task ask students to do? • Which Common Core Standards was the task assessing? • What do you consider proficient performance (Level 3) on this assignment? Exactly what did students need to say or write for you to consider their work proficient? • With hindsight, did the assignment give students a good opportunity to demonstrate what they knew?
Part 2: Diagnosing Student Strengths and Needs ~ 10 mins	Participants will continue with part two by having them look at their student work and analyze where the students are and what evidence there was that they knew it. The questions are: • What did the students demonstrate that they knew? • What misconceptions or wrong information did the students have? • What did the students not demonstrate? • How would you find out if they knew it?
Part 3: Scoring and Evidence ~ 10 mins	In part three participants will look at the mathematics content and reasoning (ALDs) rubrics and use them to analyze student work. The primary content domains analyzed are: ○ K-2 Numbers and Operations in Base Ten ○ 3-5 Numbers and Operations with Fractions ○ 6-8 Ratio and Proportion ○ HS Functions The participants will need to be able to look at both rubrics language and decide how the rubrics lent themselves to what score the students received. The questions used to analyze are: • On average, what score did your students receive on the Content Rubrics for the task? • Looking at the Content Rubric was there any language or descriptor successes/challenges you faced when scoring your students? • On average, what score did your students receive on the ALDs Rubrics for the task? • Looking at the ALDs Rubric was there any language or descriptor successes/challenges you faced when scoring your students? • Based on your students' scores on the Content Rubric, what does this tell you about their understanding of the content? Please cite any evidence to help support your conjecture. • Based on your students' scores on the ALDs Rubric, what does this tell you about their abilities to construct viable arguments and use reasoning in mathematics? Please cite any evidence to help support your conjecture.

Part 4: Identifying Instructional Next Steps ~ 15 mins	In part four participants will use the data to make a plan to help increase their students content knowledge and practice. They will be involved in goals setting, describing the pacing of the lesson, and implications for next steps. The questions for this part are: • Look at individual student data: Based on the analysis of student performance, what do you do next with that student? What questions might you ask the student? What feedback will you give? • Look at the classes overall data: Based on your classes overall responses, do you (or the teacher) need to pre-teach anything? What will need to be an area of focus for content? In terms of lesson pacing where will there need to be more instructional time? Less? • How will you know when the students have accomplished a change in understanding of content or their classroom practice? What are the critical areas of learning where you will need to stop and formative assess before continuing on? • Look at the classes overall data: What goals will you set around increasing students' content knowledge before the next task? What goals will you set around increasing students' ability to construct viable arguments and critiquing reasoning?
Reflection ~ 5 mins	Participants will then look at their response and reflect on the process by themselves and as a group. Have them please respond to the following prompt: What did you learn from the analyzing student work protocol about upcoming instruction? What part of the process was the most difficult to accomplish? Why? How could you use this protocol in your building with others not in the fellows? What goal or outcome would you hope to accomplish by doing this with other educators in the process? What would you want to add, adapt, or take out of the protocol?