



# Student Work Analysis

## WHEN TO USE THIS PROTOCOL:

- This protocol is used for discussing student learning outcomes by analyzing student work samples at a classroom level and by individual students.

**TIME REQUIRED:** 60 minutes for analysis

**PEOPLE REQUIRED (?):** Individual Teacher or Co-Teacher

**MATERIALS REQUIRED:** Student Work Samples, Lesson/Unit Plan

## THE PROTOCOL:

**Task Analysis:** Section A, B and C (including steps 1-5)

**Subject Area:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Formative or Performance Task:** \_\_\_\_\_

### A. Reaching Consensus about Proficiency

Read the task prompt and/or rubric and explain:

- What are the students expected to do?
- Which standards (CCSS or content standards) or curriculum expectations are being assessed?
- What do you consider to be a beginning, proficient, or advancing response on this task? Exactly what do students need to say or write for you to consider their work proficient?
- Did the task provide students with a good opportunity to demonstrate what they know?

### B. Diagnosing Student Strengths and Needs

After reaching consensus, read student work and without scoring, do a “quick sort” of students’ work by the general degree of beginning, developing or advancing. You may need a “not sure” pile. After sorting, any papers in the “not sure” pile should be matched with the typical papers in one of the other existing piles. Find the percentage of each category and complete the bar graph to monitor progress over time.

Percent of class	Beginning	Developing	Advancing
75			
50			
25			

### C. In Depth Student Breakdown

**STEP 1: Analyze the Task.** You may use some of the following Guiding Questions to analyze task:

- What content and performance demands does the task make on students?
- What is the purpose of the task?
- Which CCSS or your state’s (CCR) Standards seem to be targeted by the task?

**STEP 2: Standards Alignment of the Task.** You may use some of the following Guiding Questions:

- Where does the task occur within the instructional sequence?
- What have students already learned from the lesson/unit when they approach the task?  
What will they learn after?
- Do the expectations described in the scoring guidelines correspond with the analysis of the task in Step 1?
- Do the directions, prompts, and/or scoring guidelines for the task adequately provide or indicate opportunities for students to demonstrate the requirements of the targeted standard(s) for the task?
- If the alignment for the task is partial or limited, which parts of the targeted standard(s) are not addressed? What implications might this have?



**STEP 3: Analyze Individual Student Work.** Use the following chart to analyze student work.

	Student #1	Student #2	Student #3	Student #4
What does the student’s work demonstrate about his or her understanding of the task?				
What does the student’s work demonstrate about his or her level of proficiency with the requirements of the targeted CCSS or CCR standards?				
What does the student’s work demonstrate about the depth of his or her understanding and reasoning ability?				
How does the application of the scoring guidelines/ rubrics related to the task support an understanding of the student’s proficiency?				





**STEP 4: Analyze the Collection of Student Work:** After individual work has been considered, You may use some of the following Guiding Questions to analyze and synthesis the collection of student work:

- What aspects of the task have students generally performed well?
- What are the most frequent and fundamental problems students appear to have with the task?
- Are there common errors made across the collection of student work?
- What does the range of student work demonstrate about the clarity of the task, directions, and supporting materials?
- In what ways do the scoring guidelines/rubrics aid in the evaluation of student proficiency on the targeted standards?

**STEP 5: Provide suggestions for improvement.** Use insights from the analysis of the task and student work to suggest improvements teachers might make to the task, instructional context, supporting materials and scoring guidelines/rubrics. You may use some of the following Guiding Questions:

- Are the task instructions clear to students?
- How could they be modified to increase student understanding of the task's expectations?
- Is the task properly placed within the overall lesson/unit plan?
- What modifications to instructional context might improve student performance?
- Does the task allow a variety of students to demonstrate their own level of proficiency?
- What modifications might be made to the task to elicit evidence of various levels of proficiency? Do the task prompts, directions, and requirements provide students with a clear opportunity to demonstrate proficiency of the targeted standards?