

Analyzing Student Work for Small Groups and Instruction

The ASW process is intended to help teachers learn about & better understand their students' strengths and needs in order to develop instruction that is best suited for each student or group of student's learning needs.

1. Preparing			
Intended Outcomes: Overarching Goals including Essential Questions and Enduring Understandings			
Learning Target: Essential knowledge, understanding, reasoning, skills, product/performance and dispositions required to meet intended outcomes			
Learning Intention and Success Criteria: Evidence of success that describe what learners should know, be able to do and/or be like as a result of the learning experience			
Expectations for Student Work/Performance: Performance Rubric, Learning Progressions and/or Student Exemplars			
2a. Sorting Student Work (Write all students names)			
Minimal (Far below standard)	Basic (Approaching standard)	Proficient (Meeting standard)	Advanced (Exceeding standard)
Students: _____ % of class	Students: _____ % of class	Students: _____ % of class	Students: _____ % of class
2b. Analyzing Student Performance (one student from each category)			
Minimal (Far below standard)	Basic (Approaching standard)	Proficient (Meeting standard)	Advanced (Exceeding standard)
3. Identifying Learning Needs (same student from each category from above)			
Minimal (Far below standard)	Basic (Approaching standard)	Proficient (Meeting standard)	Advanced (Exceeding standard)
4. Differentiated Instruction/Strategies *Note any patterns and trends. Consider resources and/or personnel to support you.			



Analyzing Student Work

Conversation Protocol 1 - Step 1

Select the Assessment

- How might you assess what students are learning?
- What content standard or performance objectives does this assessment address?
- How does this assignment support students in meeting the specific content standards or performance objectives?

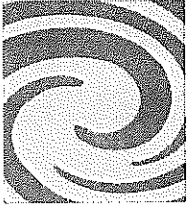
Describe Expectations for Student Work

- What do you want your students to know or be able to do?
- How will you know if a student is meeting the specific standard or their performance objective?
- What sort of work or performances would you like to see?
- How do you expect your students to perform on this assessment?
- What factors may contribute to student success or lead to challenges with the assignment?

Identify Criteria for Assessing the Work

- What are the key qualities you are looking for in this work?
- How would you describe the criteria for meeting this standard or objective?
- Let's refer to the content standard or an existing rubric for descriptors...
- What specific elements must be contained in the work or performance to meet the standard or objective?

Although this protocol provides sample mentor language for use with *Analyzing Student Work* tool, it is not intended to serve as a rigid script. Use the language naturally and in response to your beginning teacher's comments, context, and developmental level.



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Conversation Protocol 2 - Steps 2 & 3

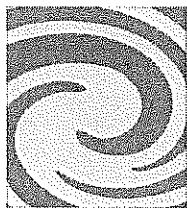
Analyze Student Work Samples (2a/2b)

- What would you say about this student's work in relation to the criteria or the performance goal?
- What qualities are present or missing?
- Let's look again at the expectations we listed...
- Specifically, what can this student do (or not do) based upon the criteria?
- Let's list what you notice about this piece of work.
- In what way does this piece of work or performance differ from one in the _____ category? What are the differences between these two samples?
- To what extent is this student's work representative of a particular group of students?
- How is your case study student performing on this assessment task? How would you describe his/her work?
- Which students are in the "more than one year below standard" or "exceeding standard" category?
- Are there specific groups of students performing at a particular level, such as boys or girls, special population students, English Language Learners, etc.?

Clarify Learning Needs (3)

- What do you know about this student's learning needs?
- What have you noticed works best for this student?
- What are the crucial knowledge, skill, or content gaps we need to address?
- What practices might support increased understanding of the concepts or performance?
- What experiences does the student need to further learning?
- Are there any other factors to consider as we begin to explore instructional strategies?

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Conversation Protocol 3 - Step 4

Discuss Strategies for Differentiation

- What sort of patterns do you see as you look across the students' work?

Content

- What other texts or supplemental materials at various levels of difficulty might be available and helpful for some of these students?
- How would multi-option assignments support student access to the content?
- What sort of options might you be able to incorporate into your instruction?
- How might students be able to select vocabulary, reading material, or assignments?
- How could videos, taped materials, or computer programs simplify or extend learning for some of your students?
- What standard English structures [idioms, grammar, word use, sentence structure] might need to be identified and pre-taught?

Instruction

- How can flexible groupings, cooperative groups, partner work, or teams support student learning?
- How might you use interest centers, skill stations, curriculum enrichment activities, peer tutoring, or independent contracts in your classroom?
- Where might you incorporate modeling, demonstrations, or think-alouds to support student learning?
- What are the various ways in which you can check for understanding?
- How might you use graphic organizers or visuals to convey content or procedures?
- To what extent might some students benefit from extended time for completing an assignment? How might this be managed?

Bring Closure

- What additional information or review might your students need? Which students? How might you structure this review?
- What structures or procedures can you envision putting in place? How will they support the four students we focused on today?
- What challenges might you anticipate and how might we address them?
- How might we prioritize next steps?
- What do you expect to see as a result of differentiating instruction?
- What have you learned through this ASW process that has surprised you?
- How can I support you further in this work?

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