Protocol for Learning from Student Work

PURPOSE: *This protocol provides a structured process and a set of analytic questions to guide a collaborative discussion centered around student work. It is best used for synchronized interactions among educators – through a face to face meeting or an electronic means of holding a meeting, for example, a conference call, a Google hangout, a group Skype, Webinar, or other social media tool that allows for interaction. An alternative is to conduct the discussion asynchronously – this would mean that you would start a discussion thread, respond in a Google doc, or other means to make comments about the student work samples at any point in time during the week of this assignment.*

PREPARATION: *Prior to the group's discussion, the presenting teacher should have pre-selected three work samples that represent a low, typical and high performance based on targeted performance outcomes. Presenting teachers should remember to prepare these samples in advance by removing any identifying information about students prior to sharing and relabeling them "Student A", "Student B", and "Student C". These samples should be shared electronically with your group members via email, Google docs, or another method. Give group members sufficient time to review the performance assessment and analyze all three samples PRIOR to the discussion.*

STEP 1 - Examine the performance assessment. [If the performance assessment is one that was designed specifically during this course, the presenting teacher should make the completed My Quality Performance Assessment template available to all group members.] The information presented should include:

- What it prompts students to do and produce
- What performance outcomes it is meant to assess
- How the students' work was scored
- Context: grade level, subject area/course, characteristics of target students, how long it took to complete

Group members review the completed performance assessment template, and raise clarifying questions to better understand the performance assessment and how it was implemented. NO EVALUATIVE COMMENTS PLEASE! (10 minutes)

STEP 2 - Individually review the selected student work samples from the performance assessment

STEP 3 - Using the Student Work Analysis Worksheet (see p.3), individually make observations about EACH student work sample from the performance assessment

With reference to the targeted performance outcomes:

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1. What strengths do you observe in the student's work?
2. What areas for growth do you observe in the student's work?
3. What outcomes are not observable in the student's work?

STEP 4 - The group shares out:

1. What patterns did you observe in terms of students' strengths?
2. What patterns did you observe in terms of students' areas for growth?
3. **What targeted performance outcomes were not observable in the students' work?***

*Your group's responses to the third question will be one of the questions in the assignment for this class session, so please make sure that someone in your group is documenting your group's responses to that question.

STEP 5 - The group discusses:

1. What feedback might be provided to students to help them improve their learning related to the desired performance outcomes?
2. **What aspects of the design of the performance assessment or the scoring criteria may need revision in order to better elicit the desired performance outcomes?***
3. What instructional strategies might support students in their ability to demonstrate the desired performance outcomes?

*Your group's responses to the second question will be one of the questions in the assignment for this class session, so please make sure that someone in your group is documenting your group's responses to that question.
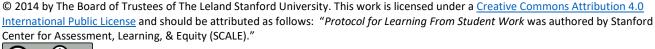
STEP 6 - Presenting Teacher Reflects On and Responds to Suggestions

1. What changes, if any, do you plan to make to the design of the performance assessment or the scoring criteria?
2. What are instructional "next steps" for your students with regard to the targeted performance outcomes?

Group Assignment:

Please submit your group's responses to the three questions below for one of the performance assessments that were reviewed by your group. Choose the format for your group responses; it could be a Word or text file, a video or audio file, or another format of your choice.

1. What targeted performance outcomes were not observable in the students' work?

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2. What aspects of the design of the performance assessment or the scoring criteria may need revision in order to better elicit the desired performance outcomes?

3. How did you benefit from analyzing student work together?

Student Work Analysis Worksheet

	What targeted performance outcomes does the student demonstrate? What are the student's strengths?	What areas for growth do you observe in the student's work?	What performance outcomes are not observable in the student's work?
STUDENT 1			
STUDENT 2			
STUDENT 3			