OER

Secondary Mathematics

EDITION 1

Coach
Student Work Analysis
Protocol

Coach | Student Work Analysis Protocol

BEFORE THE MEETING

Prepare for the meeting by completing the steps below. These steps may have been already completed as part of the module/topic and lesson internalization process.

- Select one high-leverage task (exit ticket, written response, independent practice, etc.).
- Participants read the lesson plan aligned to tasks before the meeting.
- The teacher completes the task to identify insights, strategies, and skills that would indicate student proficiency.
- Compare responses to the exemplar provided in curricular materials. If no exemplar exists, the teacher/group should create one prior to examining the work.

Purpose

Use the Student Work Analysis Protocol to analyze student work samples individually or collaboratively with the goal of understanding students' thinking, identifying strengths and progress toward proficiency, and determining gaps in skills and knowledge.

The protocol also supports the creation of a plan to take targeted action to support students' development of skills and knowledge in future instruction.

Reflect on past success.

1. Share a success from the last student work analysis protocol that yielded growth in student proficiency.

> **ESSENTIAL QUESTIONS**
> - What actions did you take to yield this growth?
> - What impact did adjusting instructions have on student proficiency?

STEP 1 — Understand the task, related text, and standards.

1. Examine the task by considering the questions below.

> **ESSENTIAL QUESTIONS**
>
> - **What are students being asked to do and understand in this task?**
> - What knowledge and vocabulary do students need to access this task?
> - Which standards are being assessed through this task? Is the student expected to show proficiency for the entire standard, or are other aspects of it taught in the current module/topic or later in the year?
> - For literacy-based tasks, including word problems, what will be challenging about this text for students? Where will they likely struggle?

Guidance for Coaches

In this step, teachers look deeply at the task students will complete and connect the task to grade-level standards.

PROMPTS

"Take 3 mins: In your own words, what should a student know or be able to do to show proficiency within this task?"

- Math: "What must students understand conceptually? Are there procedural skills students must be able to do with fluency?"

STEP 2 — Determine the success criteria for the tasks

1. Examine the resources available in your instructional materials, including rubrics and exemplars, to develop a deep understanding of what proficiency looks like for the task.

2. List the key components of the ideal student response.

> **ESSENTIAL QUESTIONS**
>
> **Establish a shared understanding of the criteria for fully, partially, and not yet meeting expectations.**
>
> - **Fully meeting expectations:** What are the key understandings demonstrated in an ideal answer?
> - **Partially meeting expectations:** What differences are there between the student work in the fully and partially meeting expectation groups?
> - **Not yet meeting expectations:** What foundational understandings are students still developing?

Guidance for Coaches

In this step, teachers establish and discuss the success criteria for the task, so that there is a clear understanding of exemplar.

PROMPTS

- "Take 1-2 mins to review the exemplar: What is the criteria for an ideal answer?"
- "How does this [part of the exemplar] align with the standard(s) and expectations for the task, and important understandings for the module?"

STEP 3 — **Analyze and sort student work.**

1. Independently identify one student response that demonstrates proficiency, then discuss why you selected them.

2. Identify categories to sort student work (levels of proficiency, different solution types).

3. Collaboratively or independently sort the student work into these categories. If working with your teammates, ensure you're operating from a common lens.

> **ESSENTIAL QUESTIONS**
> - **What can students do? What can they not do yet?**
> - What differentiates those who show proficiency within the task from those who do not yet show proficiency?
> - Which patterns (both successes and struggles) exist across student work samples within this group?

Guidance for Coaches

In this step, teachers sort student work to see trends in proficiency and gaps.

ANALYZE STUDENT WORK DEMONSTRATING PROFICIENCY

- "Take 1 min: How does the student work compare to the teacher exemplar? Is there a gap?"

MOVE TO THE STUDENT WORK NOT YET DEMONSTRATING PROFICIENCY (LOOK ONLY AT A REPRESENTATIVE SAMPLE)

- "Take 2 mins: What are the key gaps between the rest of the student work and the teacher exemplar?"

STEP 4 — Discuss and analyze.

1. Identify 1-2 major trends for each category.

2. If working in a group, start by discussing someone's examples or trends across classrooms for a category.

> **ESSENTIAL QUESTIONS**
> - What are the students' strengths, areas for growth, and trends in understanding?
> - What are the most frequent and fundamental challenges and/or misconceptions that students appear to have?
> - **What does the evidence from student responses reveal?**
> - **What happened during the lesson that may have led to bright spots or areas for growth?**

Guidance for Coaches

In this step, teachers discuss and analyze trends that emerge through the sorting of student work to prepare for the next steps.

PROMPTS
- "What are key strengths in students' understandings? "
- "What are the key misunderstandings for students?"

STEP 5 — Determine action steps for the whole group and sub-groups.

1. Identify areas of focus for upcoming instruction.

2. If necessary, determine the appropriate adjustments to make to upcoming instruction, both short-term (the next 1-2 lessons) and long-term (later in the module/topic or future modules/topics).

> **ESSENTIAL QUESTIONS**
> - Is there a teaching point that the whole class or sub-group still needs to become proficient in?
> - **Based on the analysis above, what whole-class or sub-group instructional adjustments will you make? Which aspects of upcoming lessons will you prioritize?**
> - As you are internalizing upcoming lessons and topics, where do you see opportunities to address misconceptions and extend learning?
> - Looking ahead: What is the next sample of student work you want to collect to monitor progress?

Guidance for Coaches

In this step, teachers examine results to determine their next steps, including students or groups of students to focus on during upcoming instruction and potential adjustments that do not alter the intention of materials.

PROMPTS

- "So, our key missing [understanding, procedural gap, or missing habit] is _____."
- "Write down the highest leverage action(s) you will take to adjust upcoming instruction in the short-term or long-term, including which aspects of lessons to prioritize."
- "What adjustments will you make to upcoming instruction?"
- "Which students or groups of students need additional support?"

STEP 6

Follow up.

1. Identify when you will follow up on the plan through observation of planned instructional improvements or through the collection and analysis of the student work samples that resulted from the planned response.

ESSENTIAL QUESTIONS

- What is the next sample of student work you want to collect to monitor progress?
- When is the next opportunity to observe instructional upgrades being implemented in the classroom?

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