

7.4 Protocol for Analyzing Student Work

Purpose:

To help grade-level teams analyze student work and design next steps for instruction.

Time: Approximately 20-25 minutes per student

Facilitator:

The facilitator's role is to maintain time frames and ensure that the participants follow the protocol.

Time	Description of Step	Notes
3-5 minutes	Individual Note Taking Teachers record evidence in the student work of what students can do with academic words and phrases, sentence structures, and organization. This is done individually and silently.	Words/Phrases Sentence Structures (grammar that shows the purpose for the writing) Organization (transition phrases, cohesive devices, headings, etc.)
5-10 minutes	Individual Reports Each educator reports what the student <i>can do</i> with academic words and phrases, sentence structures, and organization. Use evidence from the student work and the sentence starter "The student can . . ."	
5-10 minutes	Next Steps for Instruction Teachers individually write notes about next steps for instruction to support the student in this content area with academic words and phrases, sentence structures, and organization. Each teacher reports ideas individually.	Ideas for Next Steps
3-5 minutes	Reflection Each teacher shares a brief reflection on what they learned from the work analysis and what they can apply to their own practice.	Reflections on Work Analysis and Teaching Practice
3-5 minutes	Student Feedback Teachers craft supportive feedback to conference with the particular student whose work sample was shared. The feedback should include at least one "glow" (something they did well) and <i>only one</i> "grow" (something to work on).	Student Feedback