

“The ... evidence is that the greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers,” p. 18, *Visible Learning for Teachers, Maximizing Impact on Learning* by John Hattie.

STUDENT WORK ANALYSIS PROTOCOL

Subject Area _____ Grade level/course _____

Formative or Performance Task _____

A. Reaching Consensus about Proficiency

1. What are the students expected to do?

2. What do you consider to be a proficient response on this formative task?

B. Diagnosing Student Strengths and Needs

1. Group papers by scores – 4’s, 3’s, 2’s, 1’s

2. Choose a few samples to review from each level and discuss and **identify the knowledge that students demonstrated that they knew.**

[Note commonalities and differences among classrooms]

4’s	3’s	2’s	1’s

3. Using the reviewed sample from each level, discuss and identify the **misconceptions, wrong information, and what students did not demonstrate that was expected.**
 [Note commonalities and differences among classrooms]

4's	3's	2's	1's

C. Identifying Instructional Next Steps

1. What patterns or trends are noted for the whole class?

2. What instructional strategies will be beneficial for the whole class?

3. Based on the diagnosis of part B, what instructional strategies will students at each level benefit from?

4's	3's	2's	1's