

Student Work Analysis Protocol

OVERVIEW

An assessment is designed to tell you something about what a student has learned. But it often tells you something more, or something different, or perhaps something else entirely. Allowing fresh eyes to score your student's work provides quick insight into how well your assessment is measuring what you intend for it to measure.

GROUP MAKE-UP

A group of teachers come together, each with a different performance assessment with associated student work, and the rubric they used to design the task.

MATERIALS REQUIRED

From each teacher or teacher team:

- at least 1 piece of student work
- 1 complete performance assessment behind the student work. Documentation should include:
 - the predefined objectives, standards, or learning targets of the assessment
 - the student-facing instructions for the task
 - the rubric used to assess the student work

Every member of the group must have access to a copy of each of the elements listed above. If using paper, then one copy for every member of the group, presenter(s) included.

THE PROTOCOL

Step
1
Hand out,
or provide instructions for digital accessing,
the item of student work and a blank copy of the relevant rubric.

2 min

- Important: No context or background on the assignment should be provided. Do not share the student-facing instructions or the desired learning outcomes at this point.

Step
2
Score
the student work with the provided rubric.

15 min

- This part is silent. Work quietly and alone.
- Scoring can be difficult without context, but in that difficulty lies the point of the exercise. Do the best you can; move on if you are stuck.
- Always try to match a given score or circled indicator with a noted piece of evidence in the student work.
- If the presenting teacher has already scored the work, then she should spend the time reviewing her scores and matching them to evidence.

Step**3**

3 min

**Compare
the scores.**

- One rubric dimension at a time, each group member states the score that he or she gave the student work.
- Don't discuss. Just take inventory of the scores.
- Note where there is relative agreement and disagreement.

Step**4**

10 min

**Calibrate
on areas of disagreement.**

- Start with one of the rubric dimensions where the scores are spread out.
- Each group member should speak to the score he or she gave, citing evidence in the student work that supports the judgment.
- After hearing all viewpoints, see if some are willing to move their stake.
- Try to come to agreement, but don't worry if you can't within the limited time. The point is the discussion, and what the presenting teacher will be able to learn from the discussion.
- Keep moving: **You don't have get to everything, but you should try to get to more than one thing. Aim to discuss at least 2 rubric dimensions; that's 5 minutes each.**

Step**5**

5 min

**Review
the performance assessment that generated the work.**

- Now, for the first time, read the student-facing assignment instructions and the list of predefined learning objectives or targets for this task.
- This part is silent. Work quietly and alone.

Step**6**

10 min

**Discuss
these questions:**

- Is there a revision to any part of the assessment—objectives, task instructions, or rubric—that would have made it easier for the group to calibrate? If so, why?
- Is there a revision to any part of the assessment that might have improved this particular student's performance? If so, why?