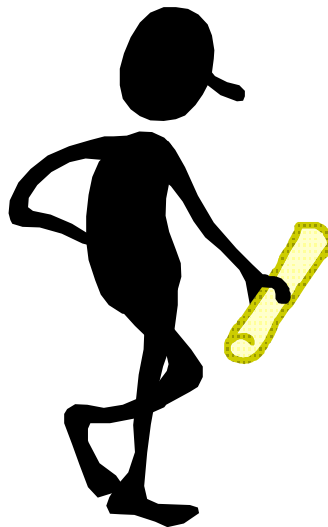


ASW: Analyzing Student Work*

Templates and Examples



SEWNTP
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*All of these materials have been either taken from or inspired by NTC's Analyzing Student Work to Guide Instruction

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Success Tips for Analyzing Student Work with Beginning Teachers

- **Develop the habit of looking at student work informally and talking about assessment in relation to student learning or performance goals and content standards.**
- **Listen for an “entry point” where you can invite your BT to participate in the ASW process as a way of responding to an expressed or implied interest in learning more about their students’ learning.**
- **Look for ways to connect ASW with lesson planning or classroom observations to create a cycle of planning, instruction, assessment and reflection.**
- **Often the ASW process occurs over the course of two, sometimes three, meetings.**
- **When describing expectations for student work in step 1, “Preparing,” if a rubric does not exist, help your BT develop a brief set of criteria for “meeting standard” to help them in assessing student performance. Encourage your BT to share the rubric with his/her students prior to the assessment.**
- **As you sort the work (step 2), ask your BT to talk about why they think each paper belongs where it does, using the criteria or rubric descriptors.**
- **After sorting the students’ work (step 2), take a few minutes to examine the categories and identify patterns or groups of students relative to their achievement. Your questions can help highlight the needs of groups that may be underperforming (or performing beyond the expectations) and to whom the BT may need to pay special attention to support and/or further challenge their learning.**
- **When analyzing the four student work samples to describe student performance (step 2), start by discussing the student work sample that “meets standard.” This gives you a benchmark by which to analyze the other papers.**
- **When identifying learning needs (step 3), help the BT start to see what they can REASONABLY do to advance each student’s learning. Help him/her identify the specific skills, concepts, practices, or experiences each will need to progress to the next level of achievement. This is a chance for the BT to bring out other factors s/he has noted about a particular student’s learning, strengths, challenges, or past performance.**
- **When discussing how to differentiate instruction (step 4), point out that differentiation will help all the students in the classroom, not just the four students being discussed during the ASW process. Guide your BT to take MANAGEABLE steps that are appropriate to his/her developmental level of teaching practice and responsive to other aspects of his/her classroom environment, such as climate, management strategies, physical space, resources available, etc.**
- **During closure, summarize next steps, and reflect upon the ASW process, itself. Bridge the process to lesson planning by suggesting to your BT that you both collaborate on more in-depth planning and possibly co-teach or model a brief portion of a lesson to support implementation of the differentiated strategies.**

Guiding Questions to Analyzing Student Work**

1. Student Understanding/Quality of Student Work:

- ❑ What does the student understand?
- ❑ What misconceptions are present?
- ❑ Is the work that students produced good enough? What is “good enough”?
- ❑ What do students need to do to meet the standards or to improve on their work?
- ❑ What does the work tell us about how well the students understand the topic of the assignment? Are any patterns evident?
- ❑ How does this work demonstrate growth from students’ previous work?

2. Students:

- ❑ Which students are making it? Which students are not?
- ❑ To what extent are the students challenging themselves? In what ways?
- ❑ What characteristics of the student might have influenced this performance?
- ❑ What do we know about the student (e.g., learning style)?
- ❑ What conditions may have affected this performance (e.g., time of day)?

3. Pedagogy/Teaching Practice:

- ❑ How well did the instructional strategies work?
- ❑ What kinds of instruction support high quality student performance?
- ❑ How can instruction be modified to improve students’ understanding of the topic?
- ❑ What has worked in the past with this student?
- ❑ What can we do to make all the students successful?
- ❑ How can student growth be supported more effectively?

4. Assessment:

- ❑ How well did this assignment work in giving us information about the student’s understanding?
- ❑ What do the students’ responses indicate about the effectiveness of the assessment? How might the assessment be improved?
- ❑ What issues or questions are the students focused on?
- ❑ What aspects of the assignment intrigued the students?

5. Next One or Two Steps:

- ❑ What will be one or two next steps based on the analysis of the data?
- ❑ How do you plan to share the results with students? (Feedback that is timely, the sooner the better, has the most pay off. The more specific the feedback, the most learning occurs.)

**Based on Blythe, *Looking Together at Student Work*, p. 10, Langer, Colton, & Goff, *Collaborative Analysis of Student Work*, p.38, & Marzano, *Classroom Instruction that Works*, pp.96-99.

Assignment:

Autobiographical Sketch: Students will write a biographical sketch about a friend or family member they know well. They will focus on the personality and include an anecdote of incident that reveals a key characteristic of the person.

Writing Standard 6.1: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain a formal introduction, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Writing Sample: Joe

One Day With My Uncle

Errrr! They sound of my uncle Ruben's foot on the tire stoping the bike. Swing around the bike's body go's. Ruben look's at me and say's "Want to go see a movie." I said "ok. Let me go get myt bike." Boing boing, my bike go's down the stairs bouncing. We got to the movies and saw Blue Streak. It was funny and cool. Because it has alot of joke's and because he has to arrest some of his home boys. At the end he has the jewel and he is on the other side of the border and they know his true identity but can't arrest hime. So he gets away safe and sound with the jewel.

Writing Sample: Alexis

MY Times With C-Jay

Rringinng!!! The school bell rant at Hillcrest Elementary School in Boise, Idaho. I got into my classroom, and wile I was running for my seat, another kid and I collided. We got up and looked at each other. I asked him what his name was and he said C-Jay, I told him that my name was Alex. So we went to our desks and noticed that we sat together. We started to be friends, and so we talked until class started.

"It's time for reaccess kids!" the teacher said with excitement in her voice. Everybody was excited.

C-Jay and I ran out to the field and played soccer with a bunch of other people. We played until the bell rang for us to go back to class.

Ever since me and C-Jay have been best friends. I like him because he is really fun. Also he like a lot of stuff I like.

Writing Sample: Erica

My Teacher and Friend

One person in my life and admire is my fifth and sixth grade teacher, Mrs. C. Mrs. C is short and has hazel-green eyes. She has short ashy-brown hair. She is kind and has a good sense of humor. Mrs. C. was a great teacher.

Mrs. C (which stands for Crabb and she doesn't like to use) had a hard time in school.

"I always learned things the hard way," she used to say. I think this is one of the reasons why she was such a great teacher. She was very sweet and silly, but that does not mean she wasn't strict. Mrs. C. was my first teacher that gave detention. If you forgot one homework assignment, you'd stay in for lunch, and if you forgot two on the same week she'd give you the "big D", as she would call it. Furthermore, Mrs. C. was very gentle and understanding. Not only did she teach our core class, but helped us with our personal lives.

Overall, Mrs. C. was the best teacher I've ever had. I like her for her kindness and humor but also for the good life lessons she gave me. When I grow up, I hope to be like Mrs. C.

Writing Sample: Claudia

Vanessa My Cousin

Vanessa is the cousin I ever had because she is happy all the time. She doesn't like the people that show off their stuff she understands when you are talking with her. She is very special. I wish she never changes because if she changes it is not going to be the same. We always go together every where well not any more but we have to go to school together we have to be together in the bad things and good things we always have been together she told me all the things that happened to her. She is nice.

Template: ASW Step One

“What SHOULD they be able to do?”

Teacher Name(s):

Grade Level/Subject Area:

SELECT:

Assignment/Assessment:

Date:

DESCRIBE:

Short description of task(s):

Content Standard(s):

IDENTIFY CRITERIA:

In the space below state expectations for performance in either paragraph or bullet form:



ASW Protocol Questions to guide IDENTIFYING CRITERIA:

1. What key qualities would you like to see in the performance?
2. What specific elements must be contained to “meet the standard?”
3. What do you expect to see in work that is “approaching the standard?”
4. Are there useful descriptors in either the standard or an existing rubric?

Example: ASW Step One:
“What SHOULD they be able to do?”

Teacher Name(s)

Level/Subject Area: 6th Grade Language Arts

SELECT: Assignment/Assessment: The Biographical Sketch

Date: 00/00/00

DESCRIBE:

Short description of task(s): Students will write a biographical sketch about a family member or friend they know well. They will focus on the personality and include an anecdote –an incident that reveals a key characteristic of the person.

Content Standard(s): 1.0 Students write clear, coherent and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence and conclusions. Students progress through the stages of the writing Process as needed.

IDENTIFY CRITERIA:

In the space below state expectations for performance in either paragraph or bullet form:

- ❖ Intro, Body, Conclusion
- ❖ Clear description of person
- ❖ Description of the incident that characterizes the person
- ❖ Explains importance of this person to writer
- ❖ Evidence of grade level writing conventions

Template: ASW Step Two
 “What CAN they do?”

SORT the class set into the four categories: far below, approaching, meeting and exceeding standard. Look for trends in the performance of subgroups such as ELL, SPED, Girls and Boys. Record the names/code of the students performing at each level.

Far below Standard	Approaching Standard	Meeting Standard	Exceeding Standard
Names: _____ % of class	_____ % of class	_____ % of class	_____ % of class

SELECT one sample student assessment at each of the four levels that is most representative of students at that level.

name	name	name	name
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ANALYZE-Describe the performance at each level—what CAN they do?

Far below Standard Name:	Approaching Standard Name:	Meeting standard Name:	Exceeding Standard Name:

ASW Protocol Questions to guide ANALYSIS Discussion

1. List what you notice—what stands out about this students work.
2. How does the student’s work match the criteria?
3. Specifically what CAN this student do based upon the criteria?
4. What characteristics are most representative of students performing at this level?

Example: ASW Part Two

“What CAN they do?”

SORT all papers into the four categories

Far below Standard	Approaching Standard	Meeting Standard	Exceeding Standard
Names: Claudia , Mia, Jesus, Iris, Matt, Sacha, Rosario, Tomas Cloe 30 % of class	Andy, Stan, Leilani, Lisa, Alms, Tim, Joe , Lily, Luisa, Miquel, Flora, Marty 40 % of class	Maria, Alexis , Jason, Sammy Latoya, Jim, Milos 20 % of class	Darryl, Erica , Sonia 10 % of class

SELECT Students (one from each category)

Far below Standard	Approaching Standard	Meeting Standard	Exceeding Standard
Name: CLAUDIA	Name: JOE	Name: ALEXIS	Name: ERICA

ANALYZE-describe performance at each level—What can they do?

Begins to describe person Mentions feelings and significance of person Has evidence of intro, body, conclusion Needs more definition of character. Patterns of errors in conventions	Some description of person Some description of incident Chronological Sequence Tells, not shows Includes person’s significance Some control of conventions	Well chosen characteristics of person described Incident adequately described Clear intro, body and conclusion Explicit significance of person Adequate control of conventions	Vivid description of person: personality, appearance, actions Details of two incidents Significance is described and embedded in essay Dialogue and inner monologue Sophisticated conventions Strong organization
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Template ASW Step 3
 “What do they NEED to learn?”

- ❖ Work with your team to **clarify** the learning needs in both **skills** and **content**. Think about both the work sample and the characteristics of the individual student.
- ❖ Summarize your discussion of each sample in the table below.

Description of Student Learning Needs for one student in each category

Far below Standard	Approaching Standard	Meeting standard	Exceeding Standard
Content:	Content:	Content:	Content:
Skills:	Skills:	Skills:	Skills:

ASW protocol questions to guide NEEDS discussion:

- ❖ What do you know about this student’s learning needs?
- ❖ What have you noticed works best with these student(s)?
- ❖ What are the crucial knowledge or content gaps instruction must address?
- ❖ What processes was the student unable to perform?
- ❖ Were there expectations about prior knowledge or skills that the student did not meet?
- ❖ Are there any other factors to consider as we begin to explore instructional strategies?
- ❖ What experiences does the student need to further learning?

Example ASW Step 3
 “What do they NEED to learn?”

- ❖ Work with your team to **clarify** the learning needs in both skills and content. Think about both the work sample and the characteristics of the individual student.
- ❖ Summarize your discussion of each sample in the table below.

Description of Student Learning Needs of one student in each category

Far below Standard	Approaching Standard	Meeting standard	Exceeding Standard
Content: Vocabulary Skills: Spelling Organization	Content: Descriptive Vocab. Capitalization Rules Skills: Editing for spelling Self-assessment Organization	Content: Skills: Self- assessment	Content: Assignments with additional challenges Skills: Ready work for publication Self Assessment

Template ASW Step 4
 “How can we DIFFERENTIATE to meet needs?”
 Strategies-- Next Steps--Long-term Implications

- ❖ Work with your team to Generate STRATEGIES, Identify specific NEXT STEPS, and consider long term IMPLICATIONS.
- ❖ In the table below summarize your discussion of possible differentiation of content and skills to address the needs of each student.

Description of Student Learning Needs (one from each category)

Far Below Standard	Approaching Standard	Meeting standard	Exceeding Standard
Content: Skills:	Content: Skills:	Content: Skills:	Content: Skills:

RESOURCES:



ASW protocol questions to guide your discussion:

- ❖ GENERATE STRATEGIES
 - What strategies might best support this student?
 - What other groups of students might be supported by these same strategies?
 - What accommodations and modifications might be necessary?
 - Have we considered changes to both the instruction that precedes this assessment and the instruction that follows it?
- ❖ IDENTIFY NEXT STEPS
 - What structures will we need to put in place?
 - How might we scaffold procedures and learning for the students?
 - What additional information or review might our students need?
 - How can we prioritize the next steps?
- ❖ EXPLORE IMPLICATIONS AND BUILD ACCOUNTABILITY
 - What do we expect to see as a result of the changes in instruction?
 - What challenges do we anticipate and how might we address them?
 - Do these changes impact our long-term goals?

Example ASW Step 4
 “How can we DIFFERENTIATE to meet needs?”
 Strategies-- Next Steps--Long-term Implications

- ❖ Work with your team to Generate STRATEGIES, Identify specific NEXT STEPS, and consider long term IMPLICATIONS.
- ❖ In the table below summarize your discussion of possible differentiation of content and skills to address the needs of each student.

Description of Student Learning Needs for one student in each category

Far Below Standard	Approaching Standard	Meeting standard	Exceeding Standard
<p>Content: Word Wall of Frequently Used Words (Students may choose a few to add to personal glossaries)</p> <p>For ELL: Spelling pattern practice</p> <p>Skills: For ELL: Models in their own language showing strong organization</p> <p>Sentence Stems</p>	<p>Content: Personal Glossaries: Add descriptive words Word bank of descriptive words</p> <p>Skills: Editing mini-lessons and practice opportunities including capitalization Practice and feedback on assessing work with a rubric</p>	<p>Content: For ALL students: Personal glossaries focused on descriptive words in this assignment Revise assignment to include assembling a class book of bio sketches illustrations/photos as additional Create a menu of expository writing options</p> <p>Skills: Practice & feedback assessing with rubric</p>	<p>Content: Personal Glossary: Seek descriptive words with nuanced meanings</p> <p>Writing notebooks/journals</p> <p>High level examples of biographical sketches to read</p> <p>Skills: Opportunities for publication Practice and feedback on assessing work with a rubric</p>

Resources:

ELL Teacher to provide information about appropriate developmental writing expectations and collaborate on sentence stems

Parent help to copy final biographical sketch booklets

GT teacher to identify sources to submit student work for publication

Guest speaker from publishing profession to discuss related writing topics such as the role of an editor

Media Specialist to locate biographical sketches for additional professional models

Teachers collaborate to share examples and teachers assessments of work so that students can practice scoring and then seeing teacher response using the rubric.