

## Student Work Protocols

*This resource provides protocols that can be used to analyze student work. Analyzing student work helps teachers determine where students need more support and discuss ideas for adjusting instructional practice with other teachers.*

These protocols will help teachers better understand how students experience the instructional task and how the standards are reflected in the students' responses. Many systems opt to incorporate student work review into common planning or coaching sessions.

Protocol	Purpose
<a href="#">EQulP Student Work Protocol</a> (Achieve, 2016)	The EQulP Student Work Protocol allows teachers to consider: <ul style="list-style-type: none"> <li>• quality of task (alignment, clarity)</li> <li>• quality of student understanding (student mastery, level of student ownership)</li> </ul> The protocol focuses on the quality of a single task within a lesson or unit.
<a href="#">Assignment Review Protocols</a> (TNTP, 2018)	Similar to EQulP, this protocol focuses on quality of task and quality of student understanding. TNTP also has an extensive student work library which includes reviewed samples of work.
<a href="#">Student Work Analysis Protocol</a> (Rhode Island Department of Education and the National Center for the Improvement of Educational Assessment, Inc.)	The Student Work Analysis Protocol provides a process that groups of educators can use to discuss and analyze student work. It is intended to be applicable across subjects and grades, including literacy, mathematics, science, the arts, and others. Examples of student work that can be used as practice for analyzing are included as appendices.
<a href="#">Student Work Analysis Activity</a> (Student Achievement Partners, 2017)	This module supports understanding of planning instruction aligned to state standards through the observation and analysis of a lesson plan and student work samples. It focuses on analysis of the task as well as student understanding.
<a href="#">LASW Protocol</a> (Achievement First)	This protocol supports analysis of task and student understanding. After analyzing student

	<p>understanding, teachers determine their plan for re-teaching and supporting unfinished learning.</p>
<p><a href="#">Protocols for Professional Learning</a> (<i>Protocols for Professional Learning</i>, ASCD, 2009)</p>	<p>This chapter describes four protocols for examining student work and the professional practice that affected that work. The first two provide different methods of engagement for analyzing student work from a specific instructional time period. The third focuses on looking at work across the system. The fourth is different in that there is no upfront context-setting on the work.</p> <ul style="list-style-type: none"> <li>• Tuning Protocol</li> <li>• Rounds Protocol</li> <li>• Vertical Slice Protocol</li> <li>• Collaborative Assessment Conference Protocol</li> </ul>