PERFORMANCE ASSESSMENT 101 HANDOUTS:
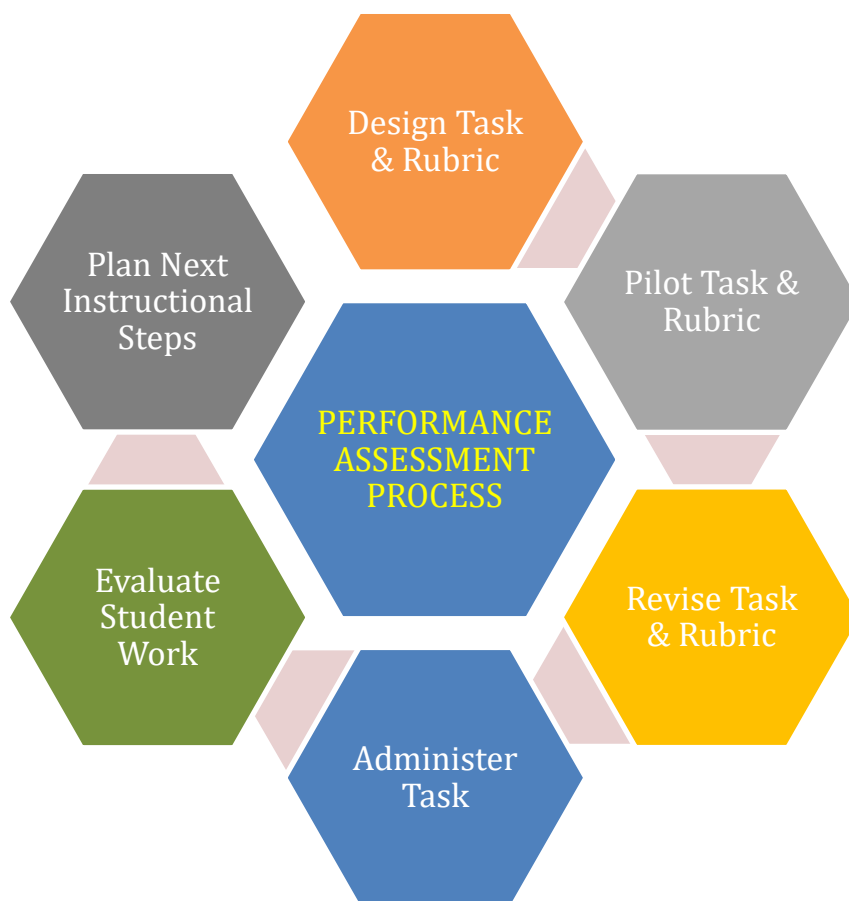## CREATING MEANINGFUL LEARNING AND ASSESSMENT OPPORTUNITIES

Dr. Carla Evans
Center for Assessment

FRAMEWORK FOR DESIGNING HIGH-QUALITY PERFORMANCE ASSESSMENTS

Learning Targets	Evidence	Assessment Design
What do we want to claim about what students know and can do?	What evidence would allow you to make that claim?	What tasks will elicit that evidence?
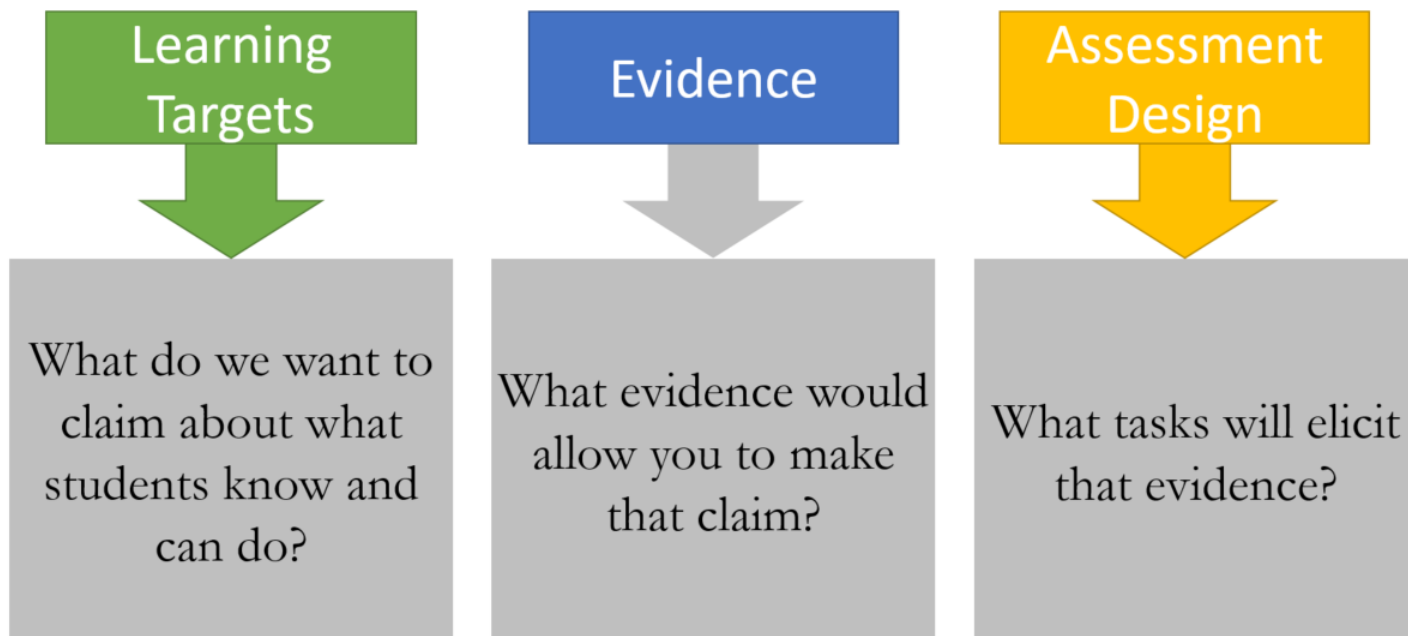
For additional reading: https://www.nciea.org/library/principled-assessment-design-performance-assessment-competency-education-pace

HESS COGNITIVE RIGOR MATRICES
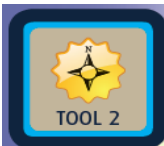
HESS COGNITIVE RIGOR MATRIX (MATH-SCIENCE CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

TOOL 2

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, observe, & recognize facts, principles, properties o Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)	*Use these Hess CRM curricular examples with most mathematics or science assignments or assessments.*		
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Evaluate an expression o Locate points on a grid or number on number line o Solve a one-step problem o Represent math relationships in words, pictures, or symbols o Read, write, compare decimals in scientific notation	o Specify and explain relationships (e.g., non-examples/examples; cause-effect) o Make and record observations o Explain steps followed o Summarize results or concepts o Make basic inferences or logical predictions from data/observations o Use models /diagrams to represent or explain mathematical concepts o Make and explain estimates	o Use concepts to solve non-routine problems o Explain, generalize, or connect ideas using supporting evidence o Make and justify conjectures o Explain thinking/reasoning when more than one solution or approach is possible o Explain phenomena in terms of concepts	o Relate mathematical or scientific concepts to other content areas, other domains, or other concepts o Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Follow simple procedures (recipe-type directions) o Calculate, measure, apply a rule (e.g., rounding) o Apply algorithm or formula (e.g., area, perimeter) o Solve linear equations o Make conversions among representations or numbers, or within and between customary and metric measures	o Select a procedure according to criteria and perform it o Solve routine problem applying multiple concepts or decision points o Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps o Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) o Construct models given criteria	o Design investigation for a specific purpose or research question o Conduct a designed investigation o Use concepts to solve non-routine problems o Use & show reasoning, planning, and evidence o Translate between problem & symbolic notation when not a direct translation	o Select or devise approach among many alternatives to solve a problem o Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	o Retrieve information from a table or graph to answer a question o Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) o Identify a pattern/trend	o Categorize, classify materials, data, figures based on characteristics o Organize or order data o Compare/ contrast figures or data o Select appropriate graph and organize & display data o Interpret data from a simple graph o Extend a pattern	o Compare information within or across data sets or texts o Analyze and draw conclusions from data, citing evidence o Generalize a pattern o Interpret data from complex graph o Analyze similarities/differences between procedures or solutions	o Analyze multiple sources of evidence o Analyze complex/abstract themes o Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!		o Cite evidence and develop a logical argument for concepts or solutions o Describe, compare, and contrast solution methods o Verify reasonableness of results	o Gather, analyze, & evaluate information to draw conclusions o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	o Brainstorm ideas, concepts, or perspectives related to a topic	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one data set, source, or text o Formulate an original problem given a situation o Develop a scientific/mathematical model for a complex situation	o Synthesize information across multiple sources or texts o Design a mathematical model to inform and solve a practical or abstract situation

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To access cognitive rigor matrices for many subjects:
https://www.karin-hess.com/cognitive-rigor-and-dok

SAU 9 Performance Task Template
Complete this cover sheet and include the appendices as described.

Performance Task Name	
Grade Level/Course	
Teachers/Authors	

Student Model

Competencies addressed (Include specific standards if necessary) **If this is a science task, include Disciplinary Core Ideas (DCIs) and Science and Engineering Practices (SEPs).**	
What are the essential questions/big ideas (target for student learning)?	
What are the content/skills being measured?	
What is the level of DOK associated with this learning target? **Make sure to justify how the task elicits evidence at DOK level 3 or 4.**	
What are the Work Study Practices/Habits of Learning/Personal Success Skills that students need to use to perform the task (Communication, Creativity, Collaboration, Self-direction)? Briefly describe why.	

Task Summary	
Task Description	
How does the task provide multiple means of representation, expression, and engagement for all learners?	
List resources/tools students need to complete the task.	
How have you considered transfer skills and authentic, real life applications?	

Appendices
The following documents should be included as appendices to your task template
APPENDIX A: RUBRICS Please attach as Appendix A all rubrics that will be used to evaluate students' work on this performance task. Make sure you indicate which student product(s) and activities will be scored by the rubric. Rubrics adapted to student-friendly language could be included in the student instructions section—just make sure they align with teacher-use rubrics. You may use a general or task-specific rubric to score the work. If using a general rubric (applied to multiple tasks for your content area and grade level), you should annotate the rubric(s) to make clear which standards and competencies are aligned with each scoring dimension as well as the "look-fors" in the student work tied to the specific dimensions and levels of the rubric. The annotations also serve to highlight for the implementing teachers the thinking of the task development team and what a teacher should be looking for when assessing student work.
APPENDIX B: STUDENT INSTRUCTIONS Please include the task as it will be presented to the students. This includes all student instructions used in the administration of this performance task. The rubrics that have been adapted to student-friendly language should also be included in this appendix. Please also include any supplemental materials that are presented to students (or descriptions for non-paper materials).

Submission Process:

For now, email PDF to Kadie Wilson (k_wilson@sau9.org). Make sure to name the PDF with the grade level, content area, and name of your performance task (e.g., Gr 3 Math Bowling Ball).

Review Process:

All performance tasks will be reviewed using the SAU 9 Performance Task Review Tool to provide feedback to task author(s), including recommendations regarding whether the task is ready for approval, needs minor revisions, or major revisions.

SAU 9 Performance Task Review Tool

Date of Review:_____
Names of Reviewers:_____

Performance Task Name	
Grade Level/Course	
Teachers/Authors	

Performance Task Profile
Items Submitted for Review: Check all that apply ☐ Performance Task Template ☐ Scoring Rubric ☐ Student Instructions ☐ Teacher Instructions ☐ Resources: Actual Texts or links to texts, videos, data charts, etc. (if applicable)
STUDENT MODEL
A high-quality performance task is ALIGNED TO MEANINGFUL, PRE-SPECIFIED LEARNING TARGETS
at extent do you see a content match between the competencies, big ideas/enduring understandings, and content/skills being measured in the performance task? /Close match   ☐ **Partial match**   ☐ **Minimal/No match** *de specific and actionable feedback to get to full/close match (if applicable):*
Is the performance task aligned to the appropriate depth of knowledge (DOK) to assess the competencies? Identify and check DOK levels: ☐ **DOK 1**: recall; memorization; simple understanding of a word or phrase ☐ **DOK 2**: paraphrase; summarize; interpret; infer; classify; organize; compare; and determine fact from fiction. There is a correct answer, but may involve multiple concepts. ☐ **DOK 3**: Students must support their thinking by citing references from text, data or other sources. Students are asked to go beyond the text or data to analyze, generalize, or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings/data sources, application of prior knowledge, or text/data support for an analytical judgment about a text/finding. ☐ **DOK 4**: Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.

Provide specific and actionable feedback to get to DOK 3 (if applicable):

Does the scaffolding provided (e.g., task broken into smaller steps) change what is actually being assessed or the depth of knowledge (DOK) being assessed?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

TASK SUMMARY

Does the task provide multiple means of representation, expression, and engagement for all learners?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

Does the task require transfer skills and authentic, real life applications?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

RUBRIC

A high-quality performance task is SCORED USING CLEAR GUIDELINES AND CRITERIA

Do the rubric dimensions align to the competencies, big ideas/enduring understandings, and content/skills being measured in the performance task?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

Is the expected range of performance coherently described across performance levels?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

Is it clear which aspects of the task the rubrics will be used to evaluate?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

Based on your review of the rubric would the scoring rubric most likely lead different raters to arrive at the same score for a given response?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

STUDENT INSTRUCTIONS

A high-quality performance task is FAIR AND UNBIASED (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

Do the student instructions fully describe all student expectations?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

To what extent are the tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

Are the directions and questions presented in as straightforward a way as possible for a range of learners?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

Is the vocabulary, task scenarios, or resource links presented by the task free from cultural/other unintended bias?
☐ **Yes**   ☐ **Partial**   ☐ **No**

Provide specific and actionable feedback (if applicable):

A high-quality performance task includes APPROPRIATE TEXT/VISUAL RESOURCES
This section may not apply. Are the reading and visual materials that go along with the task (if applicable) appropriate for the grade level and time alloted to the task? ☐ **Yes**   ☐ **Partial**   ☐ **No** ***Provide specific and actionable feedback (if applicable):***

TEACHER INSTRUCTIONS
Do the teacher instructions describe all aspects of the task administration? • A description of a potential unit of instruction (curricular unit) that would serve as a foundation for the performance task. This includes lesson sequences and activities as well as formative assessment suggestions. • Hyperlinks for online resources and names of print resources • A clear list of materials, including the technology required to complete the task • A very specific description of the intended scaffolding allowed and specific limits of such scaffolding • A description of the accommodations for students with disabilities and English learners ***Provide specific and actionable feedback (if applicable):***

RECOMMENDATION
• **No changes needed** • **Minor changes recommended, please address and resubmit** • **Substantial changes needed, please address and resubmit**
Comments:

MODULE 4: RUBRIC TEMPLATE
[Name of Performance Task]

	4	3	2	1	N/S
List name of rubric dimension **List CCSS/ NGSS**					The work is completely off task, the response is missing, or there is no evidence to issue a score.
List name of rubric dimension **List CCSS/ NGSS**					
List name of rubric dimension **List CCSS/ NGSS**					
[add rows necessary]					

MODULE 6
THINK ALOUD PROTOCOL

General Think Aloud Approach

Each participating teacher should select 2-3 students to participate. The chosen students should cover the range of student performance (e.g., low, average, and high performing students). This means that the students interviewed represent a mix of abilities, not only students who are the "high-flyers." In order for this exercise to be effective, it will be important to interview students who have had an opportunity to learn the content and skills that the task is intended to measure. This may mean relying on students who are in the next grade (e.g., current 4th graders to review 3rd grade tasks).

General Think Aloud Protocol

1. The think aloud is a one-on-one activity, so find a quiet place to conduct the protocol where the student will feel comfortable working (e.g., a classroom during lunch).
2. Have two printed copies of the task—one for the student and one for you. The teacher copy of the task will be used for taking notes. Ideally, you would audio or video each interview, but we do not want you to have to worry about parent permissions this year. However, if you are able to record the interview, just for your purposes without permission, we urge you to do so.
3. Welcome the student and put them at ease by saying something like: "Thank you so much for coming to help me today. We are really happy that you are here, and I know you will be a big help to me." Emphasize to the student that you are not "testing" them, but that you are trying out a task and need their help to do so.
4. Say something like the following to the student: *We're going to be doing something called "think alouds." Think-alouds involve a lot of talking, because we ask you to say out loud everything you are thinking. It feels a little silly at first to say everything you're thinking out loud, but it will really help us. See, when we give a task to students, we don't know what they are thinking when they see the questions, and we really want to learn. It will help us make better tasks and activities. The more you tell us about what you are thinking, the more we will understand. So, it's important for this activity that you think out loud.*
5. We know that everyone is pressed for time, but we think having students (and you) go through this example and practice activity will help:
   a. Let me give you an example of how a think-aloud works. Let's say someone asked me how many windows are in my home. Here's how I would answer while thinking out loud:

b. Let's see…when I walk in the front door, I'm in the hallway. There are no windows in the hallway. But, there are three little windows at the top of the front door. Should I count those? I think I should. So, that's 3 (*write down the number 3 on a piece of paper*).

c. Next, the kitchen is on my right. There is one big window in the kitchen plus two little windows. So, I'll write down 3 for the kitchen (*write down the number 3*).

d. Then, the kitchen connects to the dining room. Hmmm…there aren't any real windows in the dining room, but there is a big sliding glass door that is sort of like a window. Should I count that? Hmmm…no, I don't think I should count a glass door as a window. So there are no windows in the dining room. Then, I move into the living room. There are two windows in the family room (*write down 2*).

e. Then, I go down the hallway into the bedroom, and there are two windows in the bedroom (*write down 2*). Then, there is one window in the bathroom (*write down 1*). The last room is an office, and there is one window in the office (*write down 1*).

f. So, all together there are 3+3+2+2+1+1 = 12 (*show them that you are referring to the paper where you wrote down the numbers to do this*) windows in my house. So, I would tell the person who asked me the question that the answer is 12.

g. Finish your example by saying something like: "Do you see how a think aloud works? Now you try it. Tell me how many windows are in your house." *Give the child time to answer. Prompt them to tell you what they are thinking if there is too much silence.*

h. Finish by saying, "That was great. Do you understand how to think out loud now? Do you think you can do this for me with the question I'm going to show you?"

6. Working with the task: Think of the protocol taking place in two phases:
   a. Phase 1, the child thinks out loud and the interviewer uses only passive prompts to encourage the child to think out loud.
   b. Phase 2, the interviewer asks the child specific questions to probe their understanding of the child's cognitive process.
   c. Phase 1 should be allowed to finish before Phase 2 starts. Phase 1 finishes with the child writing down the answer.

7. Ask the child to read the passage (for ELA and perhaps science) and directions to each part of the task aloud (all subjects). The child should read each question or part of the task aloud as she reaches it. Note on the teacher copy of the task where the

student is either struggling with the directions or interpreting them differently than intended.

8. After they finish reading the task, ask the student to work through the problem/task while talking about their thinking like they did in the window example. Try to record notes as completely as possible. What strategies are they using? What knowledge and skills are they using? Where are they getting stuck? Do they go back and change responses? Are they able to solve the task without showing understanding of the intended standards (e.g., can they solve using only addition when the task is intended to measure a multiplication standard?)

9. Here are some potential Phase 1 prompts (*you don't need to say all of these, but reinforce good think alouds, and prompt the child to think aloud when you there is more than 5 seconds of silence*):
   a. What are you thinking?
   b. Don't forget to tell me what you're thinking.
   c. You look like you're thinking hard. Can you tell me what you're thinking?
   d. Keep going.
   e. Now what are you thinking?

10. Before moving onto Phase 2, make sure you praise the student for doing a great job, such as:
    a. Thank you so much for saying all of that.
    b. Your explanations are really helping me understand these questions better.

11. Here are some potential Phase 2 probes
    a. How did you get that answer?
    b. What makes you believe that answer is the right one?
    c. Was there anything that seemed tricky about this question?
    d. Was there anything that confused you about this question?
    e. Were there any words in this question that you did not know?
    f. Could we do anything, change the item in any way, to make it clearer to you?

12. Passage probes for ELA (and perhaps science):
    a. Did you think this passage was easy or hard to read?
    b. Were there any words you did not understand?
    c. Was any part of it confusing to you?
    d. Could you find the answers to the question in the passage?

13. As you conclude, don't forget to thank the student for their help and insight.

14. Take a few moments to review your notes to make sure you've accurately recorded important observations regarding how students performed on the task.

SCORING CALIBRATION PROTOCOL

Calibration is the process that allows multiple scorers to come to a shared understanding of how to interpret student work relative to scoring guides or rubrics. The calibration process will result in a set of anchor papers that will be used to support scoring and guide future scoring of the same performance task. The scoring calibration protocol follows four (4) major steps described below.

Identification of Benchmark/Range-finding Papers (Step 1)

Purpose:
- This step is designed to help make the rubrics "real" by identifying papers that can serve as benchmarks or anchors for scoring this year and in subsequent years.

Process:
- A. Content or grade-level teams within each school/district select approximately 20-30 student work samples from the performance assessment that represent the range of possible scores and that generally represent the distribution of student scores (e.g., if there are twice as many 3s as 2s, the sample should include twice as many 3s as 2s). This process can be initiated by having each teacher select a handful of papers representing the distribution in their class.
- B. The teachers review each of the papers to try to identify and agree upon prototypical (benchmark) papers at each score point (4, 3, 2, & 1). It is helpful to have more than one benchmark paper for each score point, otherwise future scorers might think the only way to get that score is to do the exact things done in the benchmark paper.
- C. Recognizing that most of the rubrics contain multiple dimensions, it would be ideal to have benchmark papers identified for each score point for each dimension. This might not require unique papers for each point because certain papers might serve as benchmarks for multiple dimensions.

Products:
- Copies of the one or more benchmark papers for each score point by dimension.

Notes:
- We anticipate that a 2-3 hour meeting will be needed to accomplish the benchmarking (Step 1).

Scoring Practice and Qualification in Teams (Step 2)

Purpose:
- This step is designed to ensure that all scorers receive appropriate training and practice before they begin scoring actual papers. Further, this step can be used to document that scorers are certified prior to scoring student papers.

Process:
- A. Content or grade-level teams score five (5) performance assessments together, using the benchmark papers produced in Step 1.
- B. The group of scorers should discuss why they scored each paper the way they did to gain practice in scoring including striving toward agreement on scores. This should even be done for papers on which they agreed to make sure they agreed for the same reasons.
- C. If the team is not reaching consensus on scoring, then the team should score additional an addition five (5) work products until consensus is reached consistently.

Products:
- Copies of the 5 (or more) performance assessments scored together with the scores and any notes on scoring decisions.

Notes:
- If meeting time is a concern, teachers could score the samples individually and bring their scores/notes.

Individual Teacher Scoring (Step 3)

Purpose:
- This step is the major work of scoring the operational papers for competency determinations and other classroom and school uses of the scores.

Process:
- A. After the teachers have demonstrated that they can score to consensus with their peers, each teacher then scores his/her student responses for each of their students who completed the task.
- B. Teachers should use the anchor papers to match student work to score points by rubric dimension. The anchor papers can be used to help decide between adjacent score points. For example, teachers can ask themselves, "Does this work look more like the anchor paper for score 2 or score 3 for this rubric dimension?" This step will help ensure that teachers' scores are consistent within schools/districts.

Products:
- Score data (by rubric criteria) for each student response.

Teacher recalibration (optional)(Step 4)

Purpose:

- This is an **optional**, but **recommended**, step that is used to help ensure that scorers do not "drift" over time, something that is very common in scoring. This step allows schools/districts to document that scorers have not drifted in their interpretation of the rubric over time.

Process:

A. After each teacher scores about one-half of their papers, they should get together with at least one other grade-level teacher (more is better).
B. The teachers should select at least five (5) papers, some from each participating teacher, and all participating teachers should score the full set of papers.
C. The teachers should be able to score to consensus on this calibration check. If not, they should select another small set of papers (e.g., 4-5) until they can reach agreement.

Notes:

- This could be accomplished during PLC/Team time.

STUDENT WORK ANALYSIS PROTOCOL

WHY ANALYZE STUDENT WORK?

Student work, whether from classroom assessments, writing samples, projects, or observational data, provides a window into how students construct meaning of key concepts and skills. By analyzing and interpreting student work through a clear and systematic process, teachers can improve instructional decisions for individuals and groups of students, and ultimately impact student achievement. Although teachers certainly review student work in order to provide a grade and perhaps to determine students' understanding of specific content standards, a systematic diagnostic analysis that allows for determining instructional next steps is often missing from the teaching-learning-assessment practice. We want teachers to make a shift from *scoring* student work to *diagnosing* student performance.

In addition, analyzing student work can provide a lens in which to determine the quality of assignments and the unit as a whole. We know that a clear and cohesive unit is created when there is a progression of learning that advances knowledge and skills over time and assignments allow students to demonstrate this understanding with appropriate scaffolds and independence. High quality assignments and units allow authentic learning to be demonstrated in ways that provide for student choice and interest. It is only through this diagnostic work that teachers can make thoughtful instructional decisions and make appropriate instructional changes that will improve student performance.

Goals:
- Analyze student work to diagnose student strengths and needs
- Based on student work determine instructional needs of students
- Use evidence from student work to inform revision of lessons or unit of instruction

General instructions:

This protocol provides a *suggested* order for analyzing student work to diagnose student strengths and weaknesses for instructional purposes. The protocol could be used based on one class of students or by pooling all students together from a grade level/course team.

Materials needed:
- Assessment Prompt
- Rubric or Scoring Guidelines
- Class set of student work and copies for sharing

1. ***Review Assessment and Identify Expectations (approximately 5 minutes)***
   a. What texts were students expected to read and to draw evidence from?
   b. Did the assessment prompt provide students an opportunity to demonstrate what they understand the concepts and skills?

2. ***Reach Consensus about Proficiency (approximately 5 minutes)***
   a. Describe what you consider to be a proficient response to this task.
   b. Exactly what do students need to demonstrate for you to consider their work proficient?

3. ***Student Work: Sorting Student Work (approximately 30 minutes)***
   a. Individually, read the student work samples and <u>without scoring</u>, do a "quick sort" of students' work by the general degree of the **high, average, low**. A "not sure" pile may be needed. After sorting, any papers in the "not sure" pile should be matched with the typical papers in one of the other existing piles. Student work in the "high" pile may not constitute proficiency, but rather demonstrate the strongest response in the class.
   b. The teachers should compare which piles they placed the students' work. The presenting teacher should discuss the rationale used for placing the student work in a pile when there is disagreement, providing evidence from the student work to justify the thinking. Teachers should refer to the rubric or scoring criteria for expectations of the task when unsure.
   c. Consensus should be reached at this time and student names should be recorded in the columns below in order for the teacher to monitor his/her own students' progress over time.

HIGH	AVERAGE	LOW
_____% OF CLASS	_____% OF CLASS	_____% OF CLASS

d. Compare the students at each level to where they began the year. Discuss the students' progress: Why do you think students are making progress? Why do you think they are not making progress?

4. *Diagnosing Student Strengths (approximately 7 minutes)*

Review multiple samples (approximately 4 papers) from each level (high, average, low) to discuss. Identify the prerequisite knowledge that students demonstrated about the expectations found in the standards. Record the students' strengths in the chart below – be specific.

HIGH	AVERAGE	LOW

5. *Diagnosing Student Needs (approximately 7 minutes)*

Using the reviewed samples from each level, discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected. Record the students' needs in the chart below – be specific. This is not intended to be a laundry list of everything students did not do, but rather what needs they have within their zone of proximal development or what you would consider to be the next set of instructional needs.

HIGH	AVERAGE	LOW

6. *Identifying Instructional Next Steps (approximately 10 minutes)*

    a. After diagnosing what the student knows and still needs to learn, discuss the learning needs for the students at each level considering the following questions.

- What patterns are noted for the whole class?

  _____
  _____
  _____
  _____

- What strategies will be beneficial for the whole class?

  _____
  _____
  _____
  _____

b. Based on the group's diagnosis of student responses at the high, average, and low levels, what specific strategies will be beneficial for students at each level?

HIGH	AVERAGE	LOW

7. *Reflection on Task (approximately 15 minutes)*
   a. Were there any unexpected student responses that should be considered that haven't been discussed?
   b. Did the student work demonstrate what was expected? If not, are there any recommended changes to the assignment and/or the prompt?

8. *Whole Group Debrief (approximately 15 minutes)*
   a. Did the student work demonstrate what was expected? If not, why do you think this occurred?
   b. Were there any unexpected student responses that should be discussed for the good of the whole group?
   c. How can the information gained from this Student Work Analysis inform your overall instructional practice?