

Guiding Questions - 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.