Protocol for Exploring Student Performance on a Learning Task

Applying the Providing Data Inquiry Cycle

Course & Unit

Teacher Date

Assessment/Learning Task

Analysis of student learning with the *Student Performance Grid* is most productive when undertaken as a collaborative inquiry with at least one colleague. At times, however, it may be useful to use the *Performance Grid* to guide individual inquiry into student learning. This protocol, focusing on **activating & engaging**, **exploring & discovering**, **organizing & integrating**, and **planning**, is to guide individual or partner inquiry.

Steps and Cues	Notes and Questions
1. Activate & Engage Purpose*: To identify predictions about results, assumptions underlying these, questions of interest, and specifically what data will focus the exploration.* Address the four orienting inquiries to identify predictions, assumptions, questions, and data.	1. What predictions are we making? 2. What assumptions are we holding? 3. What questions are we asking? 4. What data focus this exploration?

2. Explore & Discover
 	
Purpose: *To identify and consider patterns of strength and areas for growth in student work on a learning task.*
 	
A. Score the work.
 	
B. Read the work from low scoring to high, identifying specific strengths and areas for growth on the *Student Performance Grid*. This may be for a full class set of the work, only lower scoring students in a section or across sections, or a range from low to high. Be as specific as possible!
 	
C. Color code the Performance Grid, using a consistent highlighter color for each recurring strength and area for growth.
⇨ Identify both Strengths and Areas for Growth.
⇨ Reflect on the Strengths and Areas for Growth to develop understanding of the data – e.g.:
  • *What evidence in the work might be leading to a particular observation?*
  • *What connections might there be between the observations and what actually appears in the work?*
	1. What seems to "pop out"? What <u>specific</u> strengths and areas for growth do we find?
	2. What patterns are evident?
	3. What seems surprising?

Steps and Cues	Notes and Questions
3. Organize & Integrate Purpose: *To identify, inquire into, and consider possible explanations for what influenced the students' performance on the learning task.* **A.** Study the *Performance Grid* to select 2 or 3 **Areas for Growth** that might offer significant opportunities to improve unit designs, instructional strategies, and/or construction of learning task or rubrics. The 2 or 3 areas selected will be the focus of this Analysis. **B.** Identify and evaluate possible interpretations and explanations for the **Areas for Growth** selected on the *Performance Grid* selected in **A.** **C.** Note the explanations that seem most important. These are the ones that would likely add the most leverage on improving learning for all students if they were adjusted for in unit design, instructional strategies, learning tasks, and/or quality rubrics.	1. What explanations, conclusions, inferences might we draw? 2. What actions might we consider? 3. What data might we focus on to deepen our understanding and/or develop action plans?
4. Plan for Improvements Purpose: *To identify, consider, and decide on improvements in the design units of study, instructional practices, or features of this and other learning task to increase the quality of student learning.* **A.** Select **Areas for Growth** with explanations that seem promising for improving student learning during this unit. **B.** Identify, evaluate, and note changes in: (i) the design of <u>this</u> unit, (ii) instructional strategies used, (iii) the design of learning tasks, and (iv) rubric design that address the areas of growth, with explanation as to how the changes would improve this unit. **C.** Identify and plan for how each of these changes might improve student learning in <u>other</u> units, including the <u>next</u> one . **D.** Record the planned changes and consider professional learning that may be needed to support them.	What areas for growth seem most promising for improving student learning in this & later units of study?

Student Performance Grid

Unit_____Teacher_____

Learning Task_____Date_____

Student (Low to High Scores)	Score	Strengths	Areas for Growth (Specific Description of Performance)