Data Analysis Project:

Background as to Why We Analyze Student Work?

Engaging in a collaborative process of looking at student work allows a group of educators to analyze the learning experiences they have designed for their students and determine their effectiveness. When teachers collaboratively analyze student work they can build understanding and agreement about the consistent use and interpretation of a rubric with the goal of improving student learning. This process encourages teachers to consider:

1. What are my students' strengths with regard to the required knowledge and skills?
2. What are my students' learning needs with regard to the required knowledge and skills?
3. Do students have sufficient foundational content and process skills to approach new learning?
4. How can I support student learning through scaffolding and differentiation?

The most important benefit of analyzing student work is improved student learning. According to Langer, Colton, and Goff (2003), "the most important benefit of collaboratively analyzing student learning is that at-risk students learn more." In addition, through a student work analysis, students *and* teachers have increased clarity about intended outcomes.

Other benefits for teachers and educational organizations that have been identified include:

- Increased **professional knowledge** about curriculum, students, methods, strategies, assessments, and contextual factors.
- Greater understanding of **alignment among standards, curriculum, instruction and assessments** and how to fill gaps for students, as well as how to assess based on instructional expectations.
- Positive opportunities to **collaboratively share expertise** and move away from isolated teaching.
- Higher consistency of **curriculum alignment within and across grade levels** are established.
- **School improvement goals and resource allocation** are driven by classroom data.
- **Professional development** planning is targeted to teachers' needs based on student evidence.
- A **collaborative culture** of inquiry about student success is developed.

Course Standards:

This assignment aligns with the following Teacher Candidate Quality Standards:

Standard 1:   **Demonstrates mastery of and pedagogical expertise in content**
Standard 3:   **Plans and delivers effective instruction and creates an environment that facilitates learning for students**
Standard 4:   **Reflect on professional practice**

Your Task:

After you have planned your lesson, you should assess your students on the Learning Target and Success Criteria. You should have planned and identified WHAT strategy, task, or performance you will have students do to demonstrate their understanding of the Learning Target and Success Criteria. The next step is to teach the lesson and collect student work. After you have collected the student work, you will work through the below Data Analysis Protocol.

Student Work Analysis Protocol

Subject Area: Art- Creative Photo   Grade Level: Mixed (mainly juniors and seniors)

Teacher Evaluator: Hannah Dunlap

A. *Reaching Consensus about Proficiency*
Read the assessment task, performance, and/or rubric, and:
1. **Describe what the students were expected to do?**
- Students were expected to participate in a collaborative mind mapping activity to help them establish deeper ideas for their creative photo midterm portfolio. Prior to this class, the students came up with four different themes to be included in their portfolio including, vertigo, whole, reflection, and volume. These themes are very vast and vague, so the purpose of mind mapping was to come up with what they thought of in relation to the themes and photography, and how to deepen these ideas in ways to express them without giving away the theme directly. Students were expected to add their ideas on large sheets of paper, and expand on the ideas of their peers. The whole idea was to collaborate and bounce ideas off of one another to see new perspectives that they may not have thought of on their own.
2. **Which standards (CCSS or content standards) or curriculum expectations are being assessed? These should already be listed on your CEP Lesson Plan Template.**
- Standard 3. Invent and Discover to Create
7. Allow imagination, curiosity and wonder to guide inquiry and research.

c. Interpret how meaning in works of art is related to the materials and process chosen by the artist.

3. W**hat you would consider to be a proficient response on this assessment? Exactly what would students need to say, write, or perform for you to consider their work proficient?**
- In order for this lesson to be proficient, I expected students to come up with at least three ideas each for each topic. To my surprise, they came up with more than three each (on average) and had several ideas to think about for their midterm. The students collaborated to deepen the ideas of their peers. At the very end we did a reflection to see if they had a better understanding of what is expected of them for their midterm portfolio, and all of the students said it was very beneficial to helping them come up with ideas that went deeper than the surface of the four topics.

B. *Diagnosing Student Strengths and Needs*

Next, read student work and without scoring, do a "quick sort" of students' work by the general degree of the objectives met, partially met, not met. You may need a "not sure" pile. After sorting, any papers in the "not sure" pile should be matched with the typical papers in one of the other existing piles. Student names should be recorded in the columns in order to monitor progress over time

HIGH (Objectives met) *Expand Table as needed*	EXPECTED (Objectives partially met)	LOW (Objectives not met)
Four students were highly engaged and met all objectives and expectations of this lesson. They all collaborated and expanded on their knowledge with little guidance from me.	Two students were very shy and did not talk much on their own, but when asked questions they gladly answered. They also contributed to the physical mind map without being asked.	Only one student (out of the 7 students) did not write anything down. This student is very shy, and through conversation he demonstrated his understanding of what was the expected outcome of this lesson.
~57% OF CLASS	~28.5% OF CLASS	~14% OF CLASS

C. Identifying Instructional Next Steps

Discuss the learning needs for the students in each level considering the following questions:

1. What patterns or trends are noted?

HIGH (Objectives met)	EXPECTED (Objectives partially met)	LOW (Objectives not met)
The learning needs for students who highly met the objectives for the lesson need deeper learning materials; such as prompts that make them really think rather than easy surface level learning. This lesson was great for all ranges of students, because it is mainly conversation led, so asking different questions based on the different types of students is very important.	These students need slightly more guidance and encouragement/praises when doing an activity like this because it may be out of their comfort zone to collaborate with their peers. Talking individually to these students is also beneficial to their learning because it helps them work through their own thoughts to deepen their understanding of the topics.	For these students, their learning needs are similar to the students that the objectives are partially met. Individual conversations with lots of questions is very important. Oftentimes these students will not engage in the material on their own, so you have to ask questions that build off of one another. This is the best way to make sure they are getting the same results as the other students, even though the same work ethic is not present.

2. Based on the diagnosis of student responses at the high, expected, and low levels, what instructional strategies will students at each level benefit from? List those instructional strategies in the table below:

HIGH (Objectives met)	EXPECTED (Objectives partially met)	LOW (Objectives not met)
Collaboration with peers is the most beneficial to learners in this category. These students are highly motivated and can learn from one another by communicating their thoughts and ideas.	Small(er) group discussions (think, pair, share) is great for these students because it allows them time to think of their own ideas before sharing with another person. Feedback in this format is nice because it is less overwhelming than having a whole group critique these ideas. As the teacher, sharing my ideas with the students can help with the comfortability of sharing out.	One on one discussions are best for these students. Since these students typically do not talk during group discussions, it is better for the teacher to discuss ideas so that they can assess if the student is getting anything out of the lesson or not. This is almost like a mini formative assessment for the students that fit within this group.