**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: Music Education Grade Level: Beginning Treble Choir

Teacher Evaluator:

A. ***Reaching Consensus about Proficiency*** \*\*\*See Data Analysis Rubric\*\*\*

Read the assessment task, performance, and/or rubric, and:

1. Describe what the students were expected to do?
2. Which standards (CCSS or content standards) or curriculum expectations are being assessed? These should already be listed on your CEP Lesson Plan Template.
3. Describe what 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?

*B.* ***Diagnosing Student Strengths and Needs*** \*\*\*See Data Analysis Rubric\*\*\*

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

***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)\*Understood instructions or demonstration\*Have practiced concept in other music courses\*Were able to recall words using pictures as cues | EXPECTED (Objectives partially met)\*Need more practice with concepts\*Did not understand directions | LOW (Objectives not met)\*Did not understand directions or demonstration \*Need practice with concepts\*Need a new teaching strategy to help master concepts |

1. 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)\*Peer Teaching\*Create their own signals or pictures for each section\*Sing the whole song to insure the entirety of the song is memorized and understand where the sections we worked on go-\*Look at future concepts | EXPECTED (Objectives partially met)\*Repeat the lesson (better direction from me)\*Use Advanced Organizers | LOW (Objectives not met)\*Repeat the lesson (better direction from me)\*Write words down\*Use Advanced Organizers |