

## TEAM TOOL 6.14

## Student Work Protocol with Text and Task Analysis

### PURPOSE

Time spent looking closely at student work should be preceded by time spent doing the work—and analyzing its challenges!

### PROCEDURE: FORTY MINUTES

#### 1. Presenter Describes the Task or Learning Experience: Five minutes

Without distributing any student work samples, the presenting teacher passes out copies of the assignment and the text students read. The teacher provides some background on the instructional context and briefly explains the learning experience. For example:

- Where does this assignment fit into the course? Is it part of a thematic unit? Is it an ongoing classroom routine? How does it connect with topics that precede and follow it? What was the sequence of learning activities?
- What should students learn and know how to do as a result of this learning opportunity? What were you hoping to see as quality work? How would students know the criteria for quality work?
- What materials were students given to work with? What were students asked to do with them?
- For each part of the assignment, how were students grouped? What was their task? What was your role?
- In what ways were students called on to be metacognitive?
- What were the outcomes for students? What evidence do you have?

*Team members listen and take notes.*

#### 2. Team Members Analyze the Task: Ten minutes

Team members complete the task (or some part of it) with a Text and Task Analysis note taker and talk about what is involved. They do not yet look at student work. Some points to address in the discussion:

- What reading or content area knowledge and strategies does the student need to accomplish this task?
- What other knowledge or strategies does the student need (e.g., the ability to participate effectively in small group discussion, to collaborate on a project, to provide feedback on another's work)?

*Presenter listens and takes notes.*

#### 3. Team Members Look Closely at Samples of Student Work and Discuss: Fifteen minutes

The presenting teacher distributes copies of the student work from no more than three students. All team members, including the presenting teacher, spend some time individually reading the student samples and making Evidence/Interpretation notes (see following note taker) about what they are seeing and what they think it means or makes them wonder.

*(Continued)*

The team discusses their observations. This step is *not* a planning or problem-solving session. The purpose is to support all group members' learning from looking at student work samples. Some points to address:

- What, if anything, is surprising or unexpected in this student work?
- What can we learn about the student's reading or subject area learning from this work sample— what schema and strategies is the student bringing to this task?
- Where are there opportunities for metacognitive conversation?
- In what ways does the student's work satisfy the assignment, given the teacher's goals?
- What additional instructional support might the student need to do better on this task?

*Presenter will respond to team members' observations after this discussion but participates here as may be necessary. Presenter takes notes.*

**4. Presenter Responds and with Team Members Brainstorms Next Steps:** Five minutes

If desired, the presenter addresses some of the team's observations.

Together, presenter and other team members brainstorm next steps for this assignment in light of their discussions and feedback.

**5. Reflection:** Five minutes

All team members write individually in response to one or more of the following questions:

- What are some instructional implications you can see for Reading Apprenticeship from this inquiry into student work?
- What did you learn about engaging in a collaborative conversation about student work with colleagues?
- In what ways did this inquiry process offer a window into the student's world? A mirror that reflects on teaching? A lens that focuses on equity and achievement?

*Team members share their responses.*

<b>Text and Task Analysis Note Taker</b>			
<b>Knowledge of Content and the World</b>	<b>Knowledge of Texts</b>	<b>Knowledge of Language</b>	<b>Knowledge of Disciplinary Discourse and Practices</b>
A learned and lived knowledge base	Text genres and text structures; visuals and formatting features	Words and morphology; syntax and text signals	The particular ways members of a subject area community communicate and think
Reading Strategies			
Teaching and Learning Opportunities (Tasks and Supports)			

*(Continued)*

<b>Evidence/Interpretation Note Taker</b>	
Evidence (I saw...)	Interpretation (I thought, wondered...)