Student Work Analysis Rubric

As you implement your student work analysis practice, it's important to monitor your progress so you know what's working and not working and can adjust accordingly. The rubric below can be used to document progress toward your intended outcomes and help inform decision making about next steps. Time between progress monitoring moments will vary depending on your context, but we generally recommend that you refer back to this document every six to eight weeks so that you keep an accurate pulse on this practice in your school.

Through the table, in the "how do you know?" column, you'll see prompts referencing teacher and facilitator surveys. Those prompts are found on these two surveys, **Student Work Analysis: Teacher Survey** and **Student Work Analysis: Facilitator Survey**, and are targeted to tell you more about the current state of the corresponding outcome.

Indicator	How do you know?	Current state
3a. Teachers prioritize focus students, centering their analyses on the students who need the most support around unfinished learning relative to their peers.	**Artifacts:** Focus student trackers or focus student work samples **Teacher survey:** "Student work analysis helps me prioritize focus students, centering my analyses on the students who need the most support around unfinished learning relative to their peers." **Facilitator survey:** "Student work analysis helps teachers prioritize focus students, centering their analyses on the students who need the most support around unfinished learning relative to their peers."	☐ **Emerging:** Few teachers review the performance of their focus students. ☐ **Developing:** Some teachers review the performance of their focus students, but it does not impact practice. ☐ **Deepening:** Most teachers review the performance of their focus students and use their reflections to improve instruction.
3b. Teachers consider the extent that the curriculum-embedded assignment aligns with standards.	**Artifact:** Annotated student work with standards **Teacher survey:** "Student work analysis deepens my understanding of how assignments align with standards." **Facilitator survey:** "Student work analysis deepens teachers' understanding of how assignments align with standards." **Teacher focus group**	☐ **Emerging:** Few teachers have the skills and knowledge to understand the extent to which an assignment aligns to the standards. ☐ **Developing:** Some teachers have the knowledge and skills to understand the extent to which an assignment aligns to the standards, but many do not know how to strengthen assignments to meet grade-level expectations. ☐ **Deepening:** Most teachers have the knowledge and skills to understand the extent to which an assignment aligns to the standards, and they know how to strengthen assignments to meet grade-level expectations.

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3c. Teachers determine the depth of student learning to inform instructional next steps.	**Artifact:** Annotated student work with next steps **Teacher survey:** "Student work analysis helps me assess the depth of student understanding and determine instructional next steps." **Facilitator survey:** "Student work analysis helps teachers assess the depth of student understanding and determine instructional next steps." **Teacher focus group** **PLC observation**	☐ **Emerging:** Few teachers know how to analyze the depth of student learning or use it to inform instructional next steps. ☐ **Developing:** Some teachers know how to analyze the depth of student learning, but it is not consistent across the school and/or many do not use these reflections to inform instructional next steps. ☐ **Deepening:** Most teachers know how to analyze the depth of student learning, and they use these reflections to determine their instructional next steps.
3d. Teachers maintain an asset-based approach—focusing on what students know and can do.	**PLC observation** **Teacher survey:** "In student work analysis, we maintain an asset-based approach— focusing on what students know and can do." **Facilitator survey: "**In student work analysis, teachers maintain an asset-based approach—focusing on what students know and can do."	☐ **Emerging:** Few teachers focus on what students did learn in the lesson; most focus on what students cannot do or did not understand. ☐ **Developing:** Some teachers focus on what students did learn in the lesson, but most do not build off of student understanding or knowledge to inform instructional shifts. ☐ **Deepening:** Most teachers focus on what students did learn or master in the lesson, and they build off of student understanding and knowledge to inform instructional shifts.
3e. Teachers find student work analysis valuable.	**Teacher survey:** "I find student work analysis valuable."	☐ **Emerging:** Few teachers find student work analysis valuable. ☐ **Developing:** Some teachers find student work analysis valuable. ☐ **Deepening:** Most teachers find student work analysis valuable.

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