

**Analysis of Student Work (ASW) Handbook:
Elementary Teacher-Education Candidates**

EDEL 311

**UNLV Milestone Project
Elementary
Practicum 1**

Purpose of the Analysis of Student Work (ASW)

The Analysis of Student Work assignment has been developed in order to:

- Establish in entry-level teachers the ability to focus their instruction on learning outcomes. If student learning has not occurred, develop the skills to provide alternative methods and achieve results.
- Allow entry-level teachers to develop a repertoire of skills and strategies to support student learning.
- Allow entry-level teachers to learn the skills of data collection, analysis and decision-making.
- Provide teacher/candidates with the skills needed to demonstrate their ability to produce student learning as a direct result of the implementation of instructional skills and strategies focused on the standards and goals of the curriculum.
- Provide opportunities for teacher-candidates to learn and teach critical thinking and problem-solving skills.

Goals of the Analysis of Student Work Project

1. **Inquiry, Critical Thinking and Problem Solving:** Teacher-candidates are expected to identify learning issues, articulate questions, select possible solutions (teaching strategies) and re-teach students who are not succeeding. The expectations are that teacher-candidates use both quantitative and qualitative student data to evaluate why students are not achieving.
2. **Communication:** Teacher-candidates must demonstrate how to respond to the needs of their students using written and oral communication, visual, auditory and kinesthetic modalities. The expectations are that teacher-candidates must apply up-to-date technologies used in K-12 classrooms in order to best communicate with students, their families and other stakeholders in children's education.
3. **Accountability:** Teacher/candidates are expected to be able to demonstrate that their teaching behaviors and decisions produce the expected learning in their students. The ASW project targets this expectation. By getting to know students, their academic, social and family history, a teacher/candidate can identify areas of strength, interest and need as tools for making effective decisions that produce results.
4. **Standards-based instruction:** Teacher/candidates are to focus on the standards of instruction that their students are asked to meet. The expectations for student instruction must match the ability of students to meet the grade level benchmarks. If their prior knowledge and skills do not meet the grade level benchmark, instruction and strategies are provided to fill the gap. If students meet the standard prior to the beginning of instruction, adjustments are made to insure that new learning is taking place.
5. **Assessment:** Formative assessment is the area of emphasis in this project. It requires that teacher/candidates use assessment on an ongoing basis to make their decisions regarding learning, re-teaching, acceleration and remediation. It provides the data that specialists might use in making referrals for intervention, and provides a platform for effective teacher/parent conferences related to classroom

achievement that offer opportunities for goal setting. Normative assessment (standardized) in the public schools provides good evidence of program analysis and overall achievement. It does not provide individual diagnostic information for the daily teaching/learning sequence. Summative assessment (chapter/unit tests/final exams) provides data on the overall acquisition of skills and knowledge but does not provide the daily information that teachers need.

6. **Data:** Data can be quantitative or qualitative, but most of all, it must be recorded and used to identify patterns in individual and group learning. Sources of data include student observation, past records, conversations with parents, academic history, including past testing, RTI interventions, normative, summative and formative assessment that includes ongoing analysis of student work samples. Looking at student work includes making error analysis and re-teaching concepts that are not grasped by students. Small group work, differentiated assignments, including homework, class re-teaching, if indicated, along with the use of different strategies than those used in the initial instructional sequence are all expectations of excellent teachers.
7. **Intervention Strategies:** There are an unlimited number of intervention strategies. Some can be accessed in this resource, on the UNLV Website, in your EDEL 323 text, and from the Lemov and Kagan strategies, but these are only ideas or possibilities. Teachers can create their own interventions by asking themselves a series of questions.
 - a. What do I know about this student? His/her interests; the way the student learns?
 - b. What modality (visual, auditory or kinesthetic) did I use during the initial instructional sequence? How can I use another one based on the strength of the learner?
 - c. Was the new learning too great to reach? Do I need to break down the new concept into smaller learning outcomes?
 - d. Was the student unable to grasp the concept or does he/she need more time/repetitions in order to transfer?
 - e. Is this issue specific to a particular student or is this a group issue?
 - f. Did a particular student demonstrate something inconsistent with what I know about him/her? If so, check it out and see if something outside the classroom is impacting learning.
 - g. Is there something in the way I designed the lesson that negatively impacted student learning?
 - h. Which new strategies can I use to re-teach the student this concept?
8. **Differentiation of Instruction:** Students do not all learn and grow at the same rate. They dress differently, look different, come from different backgrounds and grow at different rates. Teachers must compensate by differentiating their methodology and expectations as often as possible to support these inherent differences. The use of a wide variety of strategies to support these differences is the work of an excellent teacher. The ASW focuses on this goal.
9. **Student achievement:** The future of an entire generation of students is dependent on the ability of highly qualified teachers to demonstrate that for the financial investment that society makes in education, there is growth, learning and improvement. The ongoing use of data to diagnose achievement gains and address

them prescriptively is the challenge of our profession. This is the outcome of the ASW assignment as it supports the preparation of entry-level teachers with the highest rigor and the highest expectations.

Elementary ASW Overview

This assignment requires each elementary teacher/candidate to identify a single student and develop a comprehensive understanding of that student as a human being and a learner. Each teacher/candidate is expected to work directly with this student, using multiple, varied teaching strategies in order to re-teach concepts he/she has missed or done incorrectly. A recheck assessment is required to make sure new learning has taken place. Each teacher/candidate will be able to:

1. Develop the habit of mind that all lessons are assessed
2. Develop the habit of mind that demonstrates the connection between teacher skills/strategies and student learning
3. Recognize that re-teaching lesson by lesson will produce student achievement
4. Implement the teaching strategies/interventions that allow all students to succeed and be accountable
5. Demonstrate that the use of data in the classroom correlates to student achievement

Elementary ASW (Revised June 2014)

ASW – Analysis of Student Work for a single student

After completing the entire lesson (including reflection and feedback from mentor), work individually with your ASW student and complete the following steps:

1. Select a single student who is not achieving in one or more subject(s) (i.e. reading, language arts or math) and describe why you think he or she is not achieving in these areas. Briefly share student background.
2. Describe expectations for this subject, grade level standards, expected student achievement level, etc.
3. Analyze your ASW student performance, correct and incorrect responses on each of the three lessons you teach to the entire class. Include artifacts for ASW student only.
4. Name and briefly explain initial teaching strategy used for the selected student.
5. Name and briefly explain three new teaching strategies you could possibly use for “re-teaching” this student the concepts he/she missed in each of the three assignments/lessons (total – nine teaching strategies). Cite sources for nine new strategies.
6. For each lesson, select one “new” teaching strategy (out of the nine new ones) to re-teach each lesson.
7. If your ASW student does not need to be retaught this lesson, select an alternate student who does need to be retaught this lesson due to his/her mistakes.
8. This is a separate (second) reflection from teaching your lesson to the whole class. Remember to protect student identity by using first name or initials only. Reflect on ASW re-teaching by answering the following:
 - a. Explain why you selected the alternate (new) teaching strategy to re-teach ASW student or an alternate student.
 - b. What were the results? Please reference your student data.
9. Describe how you will apply the ASW process to your future teaching in K-6 classrooms. (300 words minimum)
10. What is your philosophy of teach, check, re-teach, recheck? Why is this important to student achievement? (300 words minimum)

Special Notice

All elementary teacher/candidates will be required to use formative assessment with the entire class in Practicum 2 and Student Teaching. Formative assessment will be included in all lesson plans going forward.

Elementary Rubric

	Criteria	Not Acceptable (1)	Acceptable (2)	Target (3)
1	Student Background	Omitted	Incomplete	Complete
2	Grade Level Standards/Expectations	Omitted	Incomplete	Complete
3	ASW Student Performance	0 – 1 Lessons (Artifacts)	2 Lessons (Artifacts)	3 Lessons (Artifacts)
4	Initial Strategy	Omitted	Incomplete	Complete
5	Three New Re-teach Strategies	0 – 1 Re-teach Strategies Per Lesson	2 Re-teach Strategies Per Lesson	9 Re-teach Strategies (3 Per Lesson)
6	One Re-teach & Recheck Strategy Selected For Three Lessons	Omitted	Incomplete	4 parts – teach, assess, re-teach, recheck for three lessons
7	Re-teach ASW or Alternate Student	Omitted	Incomplete	4 parts – teach, assess, re-teach, recheck for three lessons
8	Reflect on A+B & Summarize Work Cited	0 questions answered	1 question answered	2 questions answered completely. Works cited
9	ASW Future Application	Omitted	Not detailed and/or less than 300 words	Complete and detailed and at least 300 words

10	Philosophy Teach, Check, Re-teach, Recheck	Omitted	Not detailed and/or less than 300 words	Complete and detailed and at least 300 words
11	Written Work Punctuation, Grammar, Spelling	3+ errors	2 - 3 errors	0 -1 error

Rubric Grading Scale - ASW

Grade Points

A 31 - 33

A- 28 - 30

B+ 25 - 27

B 22 - 24

B- 19 - 21

C - F 18 or less