

2021 Learning Acceleration Resources

Deepening Understanding Using Student Work and Assessments



Student work and assessments must be intentionally planned in order to foster deep understanding and learning – and this is critical for accelerating growth and recovering unfinished learning. This tool is designed to be used by teachers and instructional coaches to **examine and improve practices related to deepening student understanding and ownership**. The tool is broken into two sections: **student work** and **assessments**, with descriptions of exemplary practices aligned to NIET’s Teaching Standards Rubric. Each section **provides details on what each level of student understanding (surface, deep, and transfer) looks like for students, teachers, and coaches**.

Student Work	Depth of Understanding: Surface	Depth of Understanding: Deep	Depth of Understanding: Transfer
<p>Assignments require students to:</p> <ul style="list-style-type: none"> Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. Draw conclusions, make generalizations, and produce arguments that are supported through extended writing. Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	<p>Student Role:</p> <ul style="list-style-type: none"> Students rely on their teachers for student work analysis/feedback. Students respond to questions asked by the teacher (who, what, when, where, why). 	<p>Student Role:</p> <ul style="list-style-type: none"> Students begin to analyze their own work with teacher support. Students move from reproducing work to seeing the power of evaluating their own thinking. Students question and analyze their own work when prompted by their teacher. 	<p>Student Role:</p> <ul style="list-style-type: none"> Students engage in analyzing their own work. Students measure their own learning based on criteria for mastery that was identified prior to the lesson with the teacher’s support. Students set goals for future learning based on analysis of their work. Students are constantly self-monitoring their own work/learning. Students are the ones responsible for the thinking and problem-solving occurring in the lesson.
	<p>Teacher Role:</p> <ul style="list-style-type: none"> The teacher reviews student work for correct responses. The teacher listens to student responses for recall and correct responses. The teacher does not push students to elaborate on responses. The teacher may not understand what the criteria for mastery looks like until after the lesson is taught and they begin to review student work. 	<p>Teacher Role:</p> <ul style="list-style-type: none"> The teacher uses student work to make future decisions for instruction. The teacher analyzes student work and makes instructional decisions for the next lesson based on student responses. The teacher begins to see how their instructional procedures impact student understanding. 	<p>Teacher Role:</p> <ul style="list-style-type: none"> The teacher supports students in the analysis of their own work and setting goals for future learning. The teacher guides students in reflecting on their student work goals. Since the teacher has established routines for students to own this process, they now plan for opportunities for students to engage in self-analysis and support students in this process. The teacher has designed lessons/activities/materials where students do the heavy lifting of the thinking and problem-solving.

Coach Role:

- Discuss the Work – The coach discusses trends and the type of support provided by the teacher.
- Describe the Criteria – The coach prompts the teacher to discuss how the work will be evaluated. The coach walks the teacher through determining what criteria is critical to master the objective.
- Sort the Work – The coach helps determine how the work will be examined. It is best to focus on 3 performance levels.
- Analyze the Work – The coach identifies strengths and challenges within each group.
- Reflect – Is the work an effective way to evaluate the skill? Did the students understand the assignment? Did the students understand how they were being evaluated?
- Plan – Based on the discussion, what needs to change?

Coach Role:

- Discuss the Work – The teacher understands how to analyze the work, and the coach coaches the teacher on the power of having students engaging in work sorts.
- Describe the Criteria – The coach confirms the criteria the teacher has identified for the skill, helps the teacher identify high-quality work for the teacher to use as an example with students, and guides the teacher on how to support students identifying criteria for success.
- Sort the Work – The coach supports the teacher with determining skills that are evident or not evident to determine groups.
- Analyze the Work – The coach coaches the teacher on what should be tweaked to move students to the next level based on criteria for success.
- Reflect – How can students become involved in analyzing their own work? How can students engage in determining the clear criteria for high-quality work? What will this look like when delivering the next lesson?
- Plan – Plan where students can engage in determining their own criteria for success based on the lesson’s objective.

Coach Role:

- Discuss the Work – The coach assists the teacher on supporting students with the analysis of their own work; this can be done individually or in groups.
- Describe the Criteria – Students examine their work according to the criteria identified for the skill. Did they meet the criteria? Were the correct criteria identified prior to the lesson by the students/teacher?
- Sort the Work – The coach assists the teacher with modeling/supporting students in sorting their own work based on the criteria.
- Analyze the Work – Students analyze their own work with the support of the teacher/coach. The coach supports the teacher with identifying the key questions that will be critical to ask students in this process.
- Reflect – The coach assists the teacher/students with setting goals for new learning based on student work analysis.
- Plan – The coach assists the teacher/students on making changes/revisions in their work in order to master and understand the skill at a deeper level.

Assessments	Depth of Understanding: Surface	Depth of Understanding: Deep	Depth of Understanding: Transfer
<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are aligned with state content standards. • Have clear measurement criteria. • Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • Require extended written tasks. • Are portfolio-based with clear illustrations of student progress toward state content standards. • Include description of how assessment results will be use to inform future instruction. 	<p>Student Role:</p> <ul style="list-style-type: none"> • Criteria is understood by the teacher but not communicated to the students prior to the lesson. • Students often understand the objective but are not clear on how the objective will be measured. 	<p>Student Role:</p> <ul style="list-style-type: none"> • The criteria for mastery of the objective is communicated to the students prior to the lesson. • Students understand how the criteria aligns to the lesson’s objective. • Students understand how their work will be evaluated. 	<p>Student Role:</p> <ul style="list-style-type: none"> • Students are involved in determining the criteria for mastery of the objective. • Students are involved in the development of rubrics. • Students self-monitor their own understanding. • Students understand the learning targets and determine an action plan for completing the task successfully and the steps they will take. • Students use the assessments they have generated. • Students engage in student-led conferences and goal setting, and they track their own progress.
	<p>Teacher Role:</p> <ul style="list-style-type: none"> • The teacher unwraps the standard to determine the criteria for mastery. • The teacher determines how the standard will be assessed. 	<p>Teacher Role:</p> <ul style="list-style-type: none"> • The teacher uses the criteria when questioning and providing feedback to the students. • The teacher analyzes student work and assesses their understanding. • The teacher administers formative assessments. • The teacher looks for strengths and weaknesses in the instructional strategies used to understand the skill. • The teacher monitors the results with additional instruction and assessment. • The teacher communicates results to students. 	<p>Teacher Role:</p> <ul style="list-style-type: none"> • The teacher provides exemplars and anchor papers annotated by students. • The teacher engages and facilitates students in self-monitoring their own work and understanding. • The teacher guides students in development of rubrics that accurately measure the skill/skills of the lesson. • The teacher guides students in providing each other feedback aligned to the criteria for mastery of the skill. • The teacher guides students in setting goals and tracking their own progress.

	<p>Coach Role:</p> <ul style="list-style-type: none"> • The coach supports teachers in unwrapping the standards and identifying clear criteria that align to the standard. • The coach supports the teacher in determining the appropriate method for assessing the standard/skill. • The coach supports the teacher in the appropriate type of feedback to provide to the students in order to meet the learning target. 	<p>Coach Role:</p> <ul style="list-style-type: none"> • The coach supports teachers in determining high-quality work for students to analyze to identify clear criteria for high-quality work. • The coach supports teachers in determining these criteria in order to support students in this process. • The coach supports teachers in moving more to a facilitator role in order for students to engage more in the assessment process. • The coach supports teachers in the planning of how the criteria will be delivered in the lesson and how this will be communicated to the students. 	<p>Coach Role:</p> <ul style="list-style-type: none"> • The coach supports the teacher/students on determining what the learning targets mean and what the learning targets are asking them to do. • The coach supports the teacher/students on determining what questions they should ask themselves while learning the learning target. • The coach supports the teacher in planning for students to be active in the assessment process and the scaffolds they will need to be successful.
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