TNTP

Language Focused Student Work Analysis Protocol

March 2022
This 30-minute protocol can be completed as a team or as an individual teacher.

Before reflection/discussion

Collect work on the same task/problem for all students.

First, group all student work together by the type of representation that they used. Decide how to organize representations present in the sample of student work - perhaps in the same way that you organized representations in the *Anticipate* phase of planning (e.g. by complexity level or by separating out common misconceptions).

Guiding Questions for reflection/discussion:

Reflect on Goals: (5 min)
- What were the math big ideas you wanted students to discuss/develop understanding of in today's lesson?
- Strengths: What CAN students do related to the math big ideas?
- Areas for growth: What can students not do YET?
- What are the most frequent and fundamental problems students appear to be having? Is there evidence from student responses that reveals root misunderstandings that lead to these problems (what or how do students misunderstand)?
- What was the target language of the lesson? Is there evidence of this from the conversations or from the student responses?

Learning Analysis: (15 min)
- Which mathematical representations did students use? Are there any trends in methods? Were there any methods that you did not anticipate?
- Are student representations moving toward mastery?
- Which assessing and advancing questions did you use to push student thinking? Which questions were most effective? Did your questions allow you to release ownership of the learning to students?
- What happened during the lesson that may have led to the bright spots or areas for growth?
- Were students able to access the language of the problem? What supports helped them produce the target language?

Checking for Equity: (5 min)
- What did you do to ensure all students had a chance to develop math reasoning today?
- *Who did you position as mathematically capable today? Who was excluded? How will you engage those students tomorrow?*
- *What messages did you convey to or about MLLs today?*
- Who owned the knowledge today?

Community Building: (5 min)

- How did students respond to the stress of challenging learning today? Was their response what you expected?
- Were the language supports enough for all students to access the content? Do more supports need to be added tomorrow?
- How would you like to support students tomorrow in taking on challenging work?
- How did you respond to the challenge of teaching today? How did your feelings or mood impact the classroom?