

# Classroom Teacher Case Study: Using Student Work Analysis to Assess Narrative Point of View in Real Time



# The Challenge

Doing a full, careful review across an entire set of writing often pushes into nights and weekends, which makes it hard to do consistently throughout the year. This was one of the problems LearningPulse was built to address: helping teachers see patterns and next steps in student work without adding hours after school.

## Learning Objective

This writing task was designed to identify students' understanding of narrative point of view in authentic work. The teacher's goal was to use the full set of responses to identify class-wide patterns, spot common misconceptions, and plan next steps for reteaching, small-group support, and extension.

## Teacher Profile

Middle school English Language Arts teacher using authentic, handwritten student writing to check understanding of narrative point of view and plan next instructional steps.

### Students were provided with the following document:

Setting: A room with a table in the middle with a note on it.  
Protagonist: Barbie (or another character of your choosing)  
Supporting Character(s): Ken, Midge, and/or Sasha (or another character of your choosing)



Write a sentence or two from the listed point of view.

1st Person - The narrator is a character in the story.

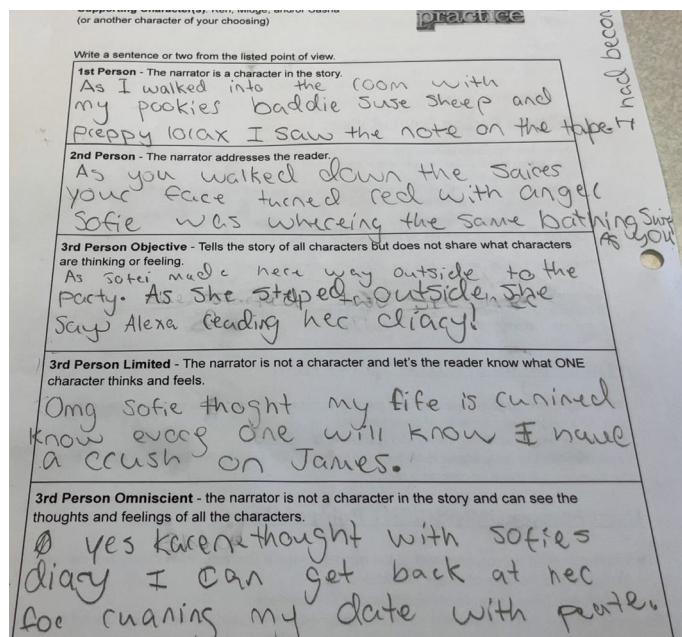
2nd Person - The narrator addresses the reader.

3rd Person Objective - Tells the story of all characters but does not share what characters are thinking or feeling.

3rd Person Limited - The narrator is not a character and let's the reader know what ONE character thinks and feels.

3rd Person Omniscient - the narrator is not a character in the story and can see the thoughts and feelings of all the characters.

### Example of a student completed assignment and scanned in via their iPads:



## Students Scanned in Their Handwritten Assignments

In this particular classroom students scanned in their assignments and uploaded to Google Classroom via their iPads. The teacher then asked LearningPulse to pull those assignments into LearningPulse and analyze them using this LearningPulse prompt:

### Prompt

Please analyze the student's writing samples for each of the five points of view: first person, second person, third person limited, third person objective, and third person omniscient. How well are they demonstrating understanding? Where could they improve? Any teaching points if necessary?

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## What Happened

### Insights Snapshot

In one focused review of authentic, handwritten student writing, LearningPulse helped the teacher quickly see what students understood about narrative point of view and what to do next.

### What LearningPulse identified

- Students' strengths:**  
First-person and other familiar perspectives
- Struggles:**  
Second-person and omniscient point of view
- Class-wide gaps:**  
Consistency of point of view, descriptive language, "showing vs. telling"
- Next-step teaching moves:**  
Using mentor examples, analyze texts written in different points of view, emphasize clarity and consistency

### How the teacher responded

Planned a targeted mini-lesson on second-person narration and a short workshop on omniscient point of view.

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LearningPulse read and analyzed each student's responses, recognizing handwriting and linking the student's work directly to the prompt. Within moments, the teacher received a detailed analysis of student understanding across the class, common areas for improvement, and suggested teaching points.

Here's what LearningPulse reported for the entire classes assignments:

Overall, the students demonstrate a basic understanding of the five points of view, but there is room for improvement in terms of clarity, consistency, and depth. Here's a breakdown of each point of view and suggestions for improvement:

● **First Person:**

The students generally do well in writing from the first-person perspective, as it is often the most natural and relatable point of view. However, some students may benefit from working on maintaining a consistent first-person narrative voice throughout their writing.

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**Teaching point:** Emphasize the importance of using "I" statements and maintaining a consistent narrative voice and encourage students to experiment with different narrative styles.

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● **Second Person:**

The students struggle with writing in the second person, often slipping into first or third person. This is likely due to the less common use of second person in everyday writing.

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**Teaching point:** Provide more examples and exercises in second-person writing, and encourage students to think about how they can effectively address the reader directly.

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● **Third Person Limited:**

Students demonstrate a good understanding of third-person limited, but some may benefit from working on showing the thoughts and feelings of the chosen character more effectively.

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**Teaching point:** Encourage students to use more descriptive language and sensory details to bring the character's thoughts and feelings to life.

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● **Third Person Objective:**

Students generally do well in writing from an objective third-person perspective, but some may benefit from working on providing more descriptive language and details to bring the scene to life.

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**Teaching point:** Encourage students to use more vivid and descriptive language to create a richer and more immersive reading experience.

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### • **Third Person Omniscient:**

Students struggle with writing from an omniscient third-person perspective, often slipping into limited or objective third person. This is likely due to the challenging nature of this point of view.

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**Teaching point:** Provide more examples and exercises in omniscient third-person writing, and encourage students to think about how they can effectively show the thoughts and feelings of multiple characters.

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## Common areas for improvement:

- **Consistency:** Many students struggle with maintaining a consistent point of view throughout their writing.
- **Descriptive language:** Encourage students to use more vivid and descriptive language to bring their writing to life.
- **Showing vs. telling:** Remind students to show the reader what's happening rather than telling them.
- **Experimentation:** Encourage students to experiment with different points of view and narrative styles to develop their unique voice.

## Teaching points:

- Provide more examples and exercises in each point of view to help students develop a deeper understanding.
- Encourage students to read and analyze texts written in different points of view.
- Emphasize the importance of consistency and clarity in writing.
- Remind students that practice and experimentation are key to developing their writing skills.

Overall, the students demonstrate a good foundation in understanding the different points of view, but with targeted practice and feedback, they can improve their writing skills and develop a more nuanced understanding of narrative perspective.

## What the Teacher Learned

LearningPulse served as a thought partner, helping the teacher make sense of the full set of student work and decide what to do next. The teacher gained a clear picture of:

- Which points of view needed whole-class reteaching. The teacher also reconsidered whether they should have introduced second person point of view to their middle schoolers.
- Which students grasped the concept and which needed individual or small-group support. The teacher is able to ask LearningPulse for analysis of individual student work as well.
- Common instructional gaps, such as inconsistency in narrative voice and lack of descriptive detail.

## How This Changed Instruction the Next Day

Rather than spend time collecting and decoding work manually, the teacher used LearningPulse's feedback to create a targeted mini-lesson on second-person narration. A few students who struggled with omniscient point of view were pulled aside for a brief workshop. This just-in-time instructional response was made possible because LearningPulse provided immediate, actionable insight into authentic student writing.

### Impact Metrics

- **Time to insight:** Analysis returned within moments, replacing hours of manual review
- **Teacher time regained:** Avoided 3+ hours after school
- **Instructional actionability:** Next-day mini-lesson and small-group support
- **Coverage:** Full class set of mixed-media writing analyzed
- **Depth:** Class-wide patterns, common misconceptions, suggested teaching points

## Why It Matters

This was not a summative test. It was a real-time, formative check using authentic student writing the teacher was already collecting. The teacher needed to understand how students across all classes were applying point of view, then quickly decide what instructional moves to make next, without guessing or spending hours manually reviewing every page. LearningPulse served as a thought partner by identifying patterns, misconceptions, and next-step teaching moves within moments, so the teacher could respond immediately and still reserve deeper review time for formal summative writing.

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