



STUDENT WORK ANALYSIS

Analyzing and Acting on Evidence



Subject Area:		Grade Level:			
Unit/Topic:		Performance Task:			
How used?	Pre/formative	Mid/Interim	Post/Summative		
Date administered:					
Content Standards Assessed:					
Intended Depth-of-Knowledge (DOK) Level(s):		DOK 1	DOK 2	DOK 3	DOK 4

1. Using district or classroom assessment or rubric, describe expectations for performance.

(See wording of prompt, standards-specific rubric, Hess CRM, and/or standards to determine desired expectations.)

2. Quickly “sort” students’ work by degree of objectives met. List student name or % in each category so you can track progress over time with each major assessment. (a) **Start by sorting two larger piles: met or not met.** You may also need a “not sure” pile at this point. (b) **Re-sort each pile:** not met = partially met but close vs. minimal; met = met vs. met plus more. (c) **Distribute any remaining work samples** by matching them to typical work from each set.

This is not scoring!

Objectives not met	Objectives partially met	Objectives fully met	Objectives fully met and exceeded
_____ % of class	_____ % of class	_____ % of class	_____ % of class



STUDENT WORK ANALYSIS

Analyzing and Acting on Evidence



3. **DESCRIBE:** Choose a few work samples from each group or category and **describe** "typical" performance for most of these students or describe the specific performance of selected students in each group.

Objectives not met	Objectives partially met	Objectives fully met	Objectives fully met and exceeded

4. **INTERPRET:** Consider the next steps for instruction based on your **interpretation of the learning needs** of students in each targeted group and the overarching learning goals. **List learning needs below.**

Objectives not met	Objectives partially met	Objectives fully met	Objectives fully met and exceeded

5. **EVALUATE and PLAN:** Identify differentiated tasks or strategic scaffolding strategies to move **targeted groups or ALL** students forward. Note any whole-class or small-group patterns or trends.

Instruction for all students:

Targeted instruction for some students: