

## **STUDENT WORK ANALYSIS**





Subject Area:	Grade Level:				
Unit/Topic:	Performance Task:				
How used? $\square$ Pre/formative $\square$ Mid/Interim $\square$ Post/Summative					
Date administered:	Date administered:				
Content Standards Assessed:	Content Standards Assessed:				
Intended Depth-of-Knowledge (DOK) Level(s): $\square$ DOK 1 $\square$ DOK 2 $\square$ DOK 3 $\square$ DOK 4					
1. Using district or classroom asso	remant or subsign dosesibo ovnostation	r for parformance			
	ssment or rubric, describe expectation  dards-specific rubric. Hess CRM, and/or s	s for performance. standards to determine desired expectati	ons.)		
(see wording or prompt, stand	adras specific rabile, fiess entiti, and/or s				
2. Quickly "sort" students' work by o	degree of objectives met. List student na	mes or % in each category so you can t	rack progress over time		
with each major assessment. (a) Si	tart by sorting two larger piles: met or	<b>not met.</b> You may also need a "not sur met vs. met plus more. (c) <b>Distribute a</b>	e" pile at this point.		
by matching them to typical work		Thet vs. met plus more. (c) <b>distribute u</b> i	ny remaining work samples		
This is not scoring!					
Objectives not met	Objectives partially met	Objectives fully met	Objectives fully met and exceeded		
Objectives not met	Objectives partially met	Objectives fully met	Objectives fully met and exceeded		
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Objectives not met

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## Analyzing and Acting on Evidence

Objectives fully met



Objectives fully met and exceeded

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 partially met

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. <b>EVALUATE and PLAN:</b> Identify differentiated tasks or strategic scaffolding strategies to move <b>targeted groups or ALL</b> students forward. Note any whole-class or small-group patterns or trends.				
Instruction for all students:				
Targeted instruction for some students:				
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