



ANALYZING LEARNER CHARACTERISTICS/STUDENT WORK SAMPLES ALONG A PROGRESSION



Teacher _____ Grade level _____ Date _____

Lesson/Unit/Assessment Task _____

Primary Learning Objective _____

For the purpose of better understanding how students demonstrate progress while moving through the activities you've designed, try to describe students you have "placed" in each general grouping along the learning continuum. To complete the table on the following page, think about how you would answer the three questions below for students who you have identified in each of these five general groupings:

Advanced—Students demonstrate additional depth, breadth, or creativity, for example

Proficient—Students successfully integrate multiple skills, solve complex problems

Just Below Proficient—Students lack some key skills, but are close to "proficient"

Somewhere in between Just Below and Emergent—Students demonstrate that they are building on foundational skills and beginning to combine skills or concepts

Emergent/Just Beginning—Students demonstrate foundational skills in isolation or with support

You may want to use PLC Tool #12 to analyze student work in conjunction with this tool to develop a learning progression for a specific assessment task or learning objective.

1. Describe the "typical" learning characteristics of students in each grouping. How would you typically describe them—when they read, write, or do mathematics, for example?

2. What tend to be the greatest challenges for students in each grouping? What do you anticipate they will struggle with, based on past experience?

3. What instructional strategies and/or scaffolding seem to best support their engagement and advance their learning?

List the scaffolding or instructional strategies you plan to use for this lesson, unit of study, or assessment task. Then analyze which groups respond best to each approach.

Developing "Typical" Learner Characteristics (What indicators best describe your students while engaging with the learning task or producing a product?)

Try to describe the learning characteristics of students you placed within each general grouping (for this lesson, unit of study, or assessment task).

(Continued)



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List specific instructional supports you've found helpful for any of these groups.

Groupings	Descriptions—What they can do and what seems to challenge them the most (at this point)?	Instructional supports they respond best to
Advanced		
Proficient		
Just Below Proficient		
Somewhere "in between"		
Emergent/Just Beginning		



Available for download at resources.corwin.com/HessToolkit