



# STUDENT WORK ANALYSIS

## Analyzing & 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/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 names/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                  |



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3. **DESCRIBE:** Choose a few work samples from each group/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 & 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:**