**Student Work Analysis ---- A Formative Assessment Tool**

**Subject Area: Grade Level:**

**Formative or Performance Task:**

**Aligned to CC Standards:**

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

(See wording of prompt, genre-specific rubric wording, and related CC standards for determining expectations for this assessment)

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**2. Quickly “sort” (do not score) students’ work by *general degree of objectives met* (list student names in each category in order to monitor progress over time with each performance task). Start by sorting 2 larger piles: met OR not met objectives. You may also need a “not sure” pile. Then re-sort each of those piles into two: not met-partially met/close, AND met and met and exceeded. Any remaining papers that you were not sure about can now be matched with” typical” papers in one of the other existing piles.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives not met** | **Objectives partially met** | **Objectives fully met** | **Objectives fully met and exceeded** |
| **\_\_\_\_% of class** |  **\_\_\_\_ % of class** | **\_\_\_\_ % of class** | **\_\_\_\_ % of class** |

**3. Choose a few samples from each group/category and describe “typical” performance, or specific performance of selected students**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives not met** | **Objectives partially met** | **Objectives fully met** | **Objectives fully met and exceeded** |
|  |  |  |  |

**4. Describe the NEXT learning needs of identified students (or students in each targeted group)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives not met** | **Objectives partially met** | **Objectives fully met** | **Objectives fully met and exceeded** |
|  |  |  |  |

**5. Identify differentiated strategies to move ALL groups of students forward. Note any patterns or trends.**

**Whole class needs/will benefit from:**

**Some students need/will benefit from:**