

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)

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	<i>OBJECTIVES PARTIALLY MET</i>	<i>OBJECTIVES FULLY MET</i>	OBJECTIVES FULLY MET AND EXCEEDED

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

OBJECTIVES NOT MET	<i>OBJECTIVES PARTIALLY MET</i>	<i>OBJECTIVES FULLY MET</i>	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:
