STUDENT WORK ANALYSIS
A Tool to support Mentors and Beginning Teachers in looking at student work together

OREGON DEPARTMENT OF EDUCATION

Teacher: Mentor:

Subject Area: Grade Level:

Unit/Topic: Assessment

How used?   Pre/formative   Mid/Interim   Post/Summative

Date administered:

Content Standards Assessed:

A. Using district/classroom assessment or rubric, describe expectations for performance.
- What are the students expected to do?
- What do you consider to be a "meeting standard" response on this assessment? Exactly what do students need to say or write or do for you to consider their work meets objective or standard?
- Did the assessment give students a good opportunity to demonstrate what they know?

B. Diagnosing Student Strengths and Needs:

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 exceeded
_____ % of class	_____ % of class	_____ % of class	_____ % of class

STUDENT WORK ANALYSIS

OREGON DEPARTMENT OF EDUCATION

Page 2

C. **DESCRIBE the performance :** 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 exceeded

D. **INTERPRET Misconceptions and learning needs:** 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 Using the reviewed samples from each level, discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected.

Objectives not met	Objectives partially met	Objectives fully met	Objectives exceeded

E. **Identify Instructional next Steps: Evaluate and 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/Differentiated instruction for some students: