

Analyzing Student Work in Math

Standard: 4.NBT.6		Skill: Division
Far Below Expectations	Approaching Expectations	Meets Expectations
Criteria 0 Correct	Criteria 1-2 Correct	Criteria 3 Correct or 2 Correct with Small Computational Error
Students 1. X (effort/stamina issues) 2. X (writes partial quotients) 3. X (English) 4. X (writes partial quotients) 5. X (reassess with verbalization) 6. X (not using partial quotients strategy) 7. X (reassess- DNC) Valeria: Not assessed	Students 1. X (remainder issue) 2. X (small computation errors) 3. X (3-4) 4. X (small computation errors) 5. X (small computation errors - has overall process) 6. X (subtraction) 7. X (end and remainder) 8. X (end and remainder)	Students 1. X 2. X 3. X 4. X 5. X (multiple strategies) 6. X (subtraction error) 7. X 8. X 9. X (erased work)
Trends, Patterns, or Misconceptions	Trends, Patterns, or Misconceptions	Trends, Patterns, or Misconceptions
	Small errors not finishing the problem, issues with orders	All but one used the same strategy (partial quotients).
Action Plan	Action Plan	Action Plan
• Reteach conceptually with a context • Have students verbalize steps and process	• Review problems with specific focus on remainders that may be tricky.	• Move to sophisticated partial quotients with noticing patterns.

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Skill:		Standard:		
Far Below Expectations		Approaching Expectations		Meets Expectations
Criteria		Criteria		Criteria
Students		Students		Students
Trends, Patterns, or Misconceptions		Trends, Patterns, or Misconceptions		Trends, Patterns, or Misconceptions
Action Plan		Action Plan		Action Plan

Skill:		Standard:	
Below Expectations	Approaching Expectations	Meets Expectations	
Criteria	Criteria	Criteria	
Students	Students	Students	
Trends, Patterns, or Misconceptions	Trends, Patterns, or Misconceptions	Trends, Patterns, or Misconceptions	
Action Plan	Action Plan	Action Plan	

Skill:		Standard:		
Below Expectations		Meets Expectations		Exceeds Expectations
Criteria		Criteria		Criteria
Students		Students		Students
Trends, Patterns, or Misconceptions		Trends, Patterns, or Misconceptions		Trends, Patterns, or Misconceptions
Action Plan		Action Plan		Action Plan

Skill:	Standard:	
Criteria	Criteria	Criteria
Students	Students	Students
Trends, Patterns, or Misconceptions	Trends, Patterns, or Misconceptions	Trends, Patterns, or Misconceptions
Action Plan	Action Plan	Action Plan

Standard: 4.NBT.6**Skill: Division****Far Below Expectations****Approaching Expectations****Meets Expectations****Criteria**

0 Correct

Criteria

1-2 Correct

Criteria

3 Correct or 2 Correct with Small Computational Error

Students

1. X (effort/stamina issues)
2. X (writes partial quotients)
3. X (English)
4. X (writes partial quotients)
5. X (reassess with verbalization)
6. X (not using partial quotients strategy)
7. X (reassess- DNC)

Valeria: Not assessed**Students**

1. X (remainder issue)
2. X (small computation errors)
3. X (subtraction errors)
4. X (small computation errors)
5. X (small computation errors – has overall process)
6. X (subtraction)
7. X (end and remainder)
8. X (end and remainder)

Students

1. X
2. X
3. X
4. X
5. X (multiple strategies)
6. X (subtraction error)
7. X
8. X
9. X (erased work)

Trends, Patterns, or Misconceptions

- Most wrote partial quotients scaffold
- None completed the three problems
- Appear to be lacking a conceptual understanding that hinders their work

Trends, Patterns, or Misconceptions

- Small errors
- Not finishing the problem, issues with remainders

Trends, Patterns, or Misconceptions

- All but one used the same strategy (partial quotients).

Action Plan

- Reteach conceptually with a context
- Have students verbalize steps and process

Action Plan

- Review problems with specific focus on remainders that may be tricky and attending to precision.

Action Plan

- Move to sophisticated partial quotients with noticing patterns.

2-PAGE VERSION

WITH MORE ROOM TO

WRITE

Skill:

Standard:

Far Below Expectations

Approaching Expectations

Meets Expectations

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Criteria

Criteria

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**Trends, Patterns, or
Misconceptions**

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Action Plan

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Meets Expectations

Exceeds Expectations

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Action Plan

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Thanks!
Jennifer Findley

