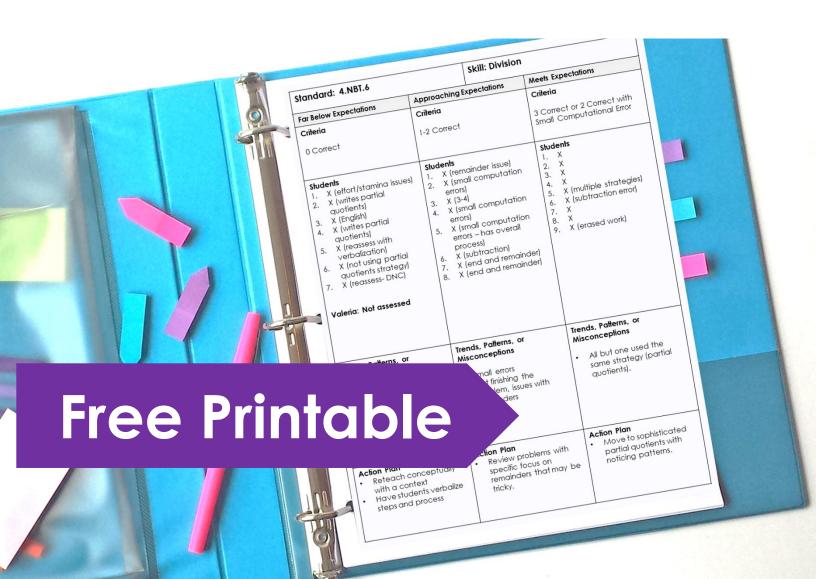
Analyzing Student Work in Math



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

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

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

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

Standard: 4.NBT.6	Skill: Division	1
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	Trends, Patterns, or Misconceptions	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 	Small errors Not finishing the problem, issues with remainders	All but one used the same strategy (partial quotients).
 Action Plan Reteach conceptually with a context Have students verbalize steps and process 	Review problems with specific focus on remainders that may be tricky and attending to precision.	Move to sophisticated partial quotients with noticing patterns.

2-PAGE VERSION WITH MORE ROOM TO WRITE

Skill:		Standard:	
Far Below Expectations	Approaching I	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

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