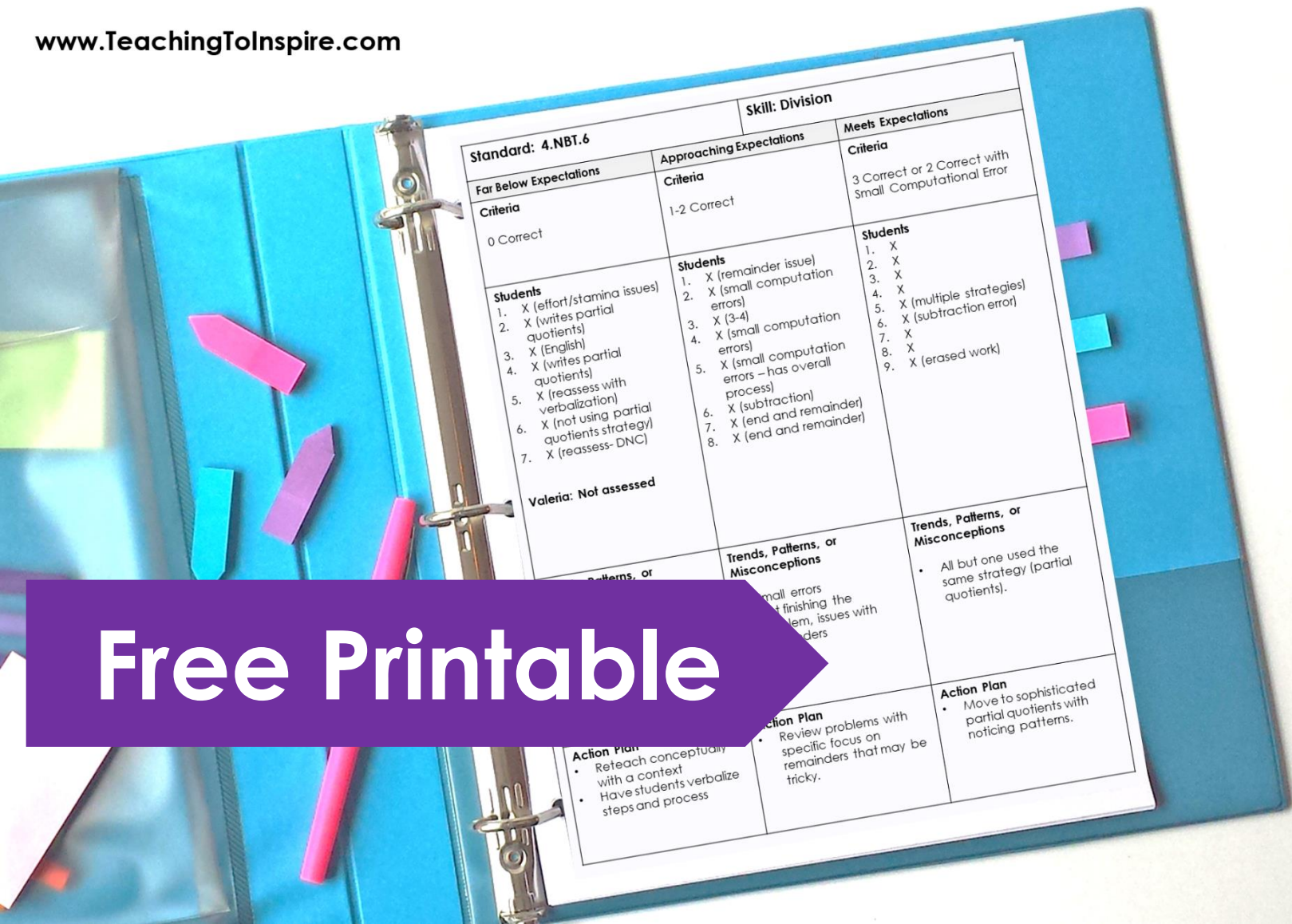


Analyzing Student Work in Math

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Standard: 4.NBT.6		Skill: Division
Far Below Expectations Criteria 0 Correct	Approaching Expectations Criteria 1-2 Correct	Meets Expectations 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 • Small errors not finishing the problem, issues with orders	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.	Action Plan • Move to sophisticated partial quotients with noticing patterns.

Free Printable

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

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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Thanks!
Jennifer Findley

