

ANALYZING STUDENT LEARNING

Name:

Mentor/Coach:

Grade Level/Subject Area:

Date:

Essential standard(s) targeted in this lesson:

Other standards targeted in this lesson:

Formative Assessment Method:

(Ex. Exit slip, quiz, observation with checklist, homework, etc.)

I. Standards-Based Content

Select appropriate questions that will support a conversation on standards alignment.

A. Analysis of

- ☐ Whole Class
- ☐ Other

B. Is this task aligned to grade level essential standards and content?

- ☐ Yes
- ☐ No (please explain rationale below):

C. What knowledge, skills, and actions will students be able to demonstrate by the end of the lesson, as required by the standard(s)? *(This will be used to determine Sorting Criteria in Part II)*

D. For math lessons: Check all of the aspect(s) of rigor that are targeted in the standard(s) or parts thereof:

- ☐ **Conceptual Understanding:** Words to look for in the standard include *understand, interpret, recognize, describe, and explain*.
- ☐ **Procedural skills and fluency:** Words that signal procedural skill and fluency include *fluency, compute, convert and solve*.
- ☐ **Application:** Phrases that signal application include *real world* and *word problems*

E. For literacy: Is the complexity of the text(s) appropriate for this standard, lesson, and course/grade level and time of year?

- **Quantitative Measures** (i.e., Lexile, Reading Level):
- **Qualitative Dimensions** (meaning/purpose, structure, language, knowledge demands):
- **Reader/Task Considerations:**

II. Informing Instructional Practice

Sorting Criteria:

What would meeting standard(s) look like?

A. Analyze Student Learning: Student Performance Levels

Enter the total # of students performing at each level or list names at each level.

Far Below Standard(s)	Approaching Standard(s)	Meeting Standards(s)	Exceeding Standard(s)
No student work submitted from:			

B. Analyze Student Learning: Areas of Strength

Choose one or more samples from each group for further analysis. What evidence of progress or mastery of the knowledge and skills in the standard(s) can be identified in each sample of student work? What strengths can be built upon to accelerate student progress?

Far Below Standard(s)	Approaching Standard(s)	Meeting Standards(s)	Exceeding Standard(s)

C. Analyze Student Learning: Areas of Need

What knowledge and skills in the standard(s) are not yet mastered? What errors or misunderstandings can you identify in each sample? What can be inferred from students who have not yet submitted/completed the task?

Far Below Standard(s)	Approaching Standard(s)	Meeting Standards(s)	Exceeding Standard(s)

D. Reflect and Plan

How will you scaffold to ensure that all students are able to meet or exceed the targeted course/grade-level standard(s)? Based on the analysis of patterns and trends, how might you adjust your instruction for particular sub-groups to meet the needs of every learner? What can be changed to promote an Optimal Learning Environment that helps students demonstrate what they know and are able to do related to the targeted standard(s)?

Far Below Standard(s)	Approaching Standard(s)	Meeting Standards(s)	Exceeding Standard(s)

E. Next Steps

Who might this information be helpful for? (grade level or content teams, paras, etc.)
What next steps will support further instruction? (co-planning, observing, etc.)