## **ntclogoAnalysis of Student Work**

Name:

Mentor:       Date:

Grade Level/Subject Area:       School:

Content Standard:

**California Induction Program Standards**

*Check all that apply:*

Standard 5: Pedagogy

Standard 6: Universal Access Equity for All Students

Teaching English Learners

Teaching Special Populations

|  |  |  |  |
| --- | --- | --- | --- |
| **Using a district assessment tool or other appropriate rubric, describe your expectations for student work/performance.** | | | |
|  | | | |
| **Select samples for analysis from one student, a group of students, or the whole class.** | | | |
| Sort the student(s)' work into four piles and write the student(s)' names in the appropriate columns. **Use ALL CAPS for your case study students.\*** | | | |
| far below standard | approaching standard | meeting standard | exceeding standard |
|  |  |  |  |
| % of class | % of class | % of class | % of class |
|  |  |  |  |
| **Choose one or more samples for further reflection and respond to the prompts individually and/or with your mentor.** | | | |
| A. Describe the performance of each selected student. Include your **case study students.** | | | |
| far below standard | approaching standard | meeting standard | exceeding standard |
|  |  |  |  |
| \* Choose students from your target population. Standard 5, Pedagogy: Full range of learners; Sandard 6, Universal Access: Equity for All Students: English learner and special population student | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| B. What do the identified student(s) need to learn/be able to do in order to advance? | | | |
| far below standard | approaching standard | meeting standard | exceeding standard |
|  |  |  |  |
|  |  |  |  |
| What patterns and trends can inform next steps? | | | |
| Plan: How will you differentiate instruction to move students' learning forward? | | | |
| What resources and/or personnel might support you? | | | |