## **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

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| **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: Equityfor All Students: English learner and special population student |

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| 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?      |