

**Figure 1.12: Purposes of Student Work**

<p><b>Diagnostic Work</b></p> <p>Intent: To determine and evaluate student knowledge and skills when entering a unit of study.</p> <p>When: Diagnostic work is administered prior to the unit of study so teachers can assess students' strengths and challenges.</p>
<p><b>Introductory Work</b></p> <p>Intent: To provide opportunities for students to gain background for content to be addressed.</p> <p>When: Students participate in assignments that are intended to build background knowledge when teachers feel the timing is appropriate. Prior to engaging in such work, teachers need to be confident that students have the ability to independently and successfully complete the tasks.</p>
<p><b>Formative Work</b></p> <p>Intent: To provide information and ongoing feedback to teachers and students regarding their ability to demonstrate understanding of content, skills, and processes.</p> <p>When: The formative process can be used daily to gain feedback from students throughout the day. Formative work is assigned when teachers feel students need the opportunity to practice.</p>
<p><b>Summative Work</b></p> <p>Intent: To evaluate the students' abilities to demonstrate knowledge and skills and provide the opportunity to apply their skills to new and unique situations.</p> <p>When: Summative work is completed at the end of designated periods of time when students have had enough time to practice and should be secure in what is being assessed. This might be as short as a few days or at the end of a unit when cumulative work is being assessed.</p>