

# Analyzing Student Work to Plan Instruction



Use the QR code to access this template as a Google Doc you can download and customize.

**Step 1:** Choose a learning goal or goals from an assessment that has been administered (this most likely has been previously done in phases one through four). If not, then teachers may need to create and administer the assessment.

Learning goal or goals to focus on (part of essential standard):

Qualities to look for (success criteria):

**Step 2:** Organize student work.

Make three piles with the actual student work, sorted as follows. Or, if the assessment is online, write student names based on results. (Review different types of errors for ideas.)

1. **Needs lots of support:** Identify the errors or misconceptions and what students need to work on; they may lack foundational or prerequisite skills and so will need more scaffolded support.
2. **Needs some support:** Identify errors or what they need to work on.
3. **Needs extension:** They have nailed it and are ready to apply the skill in a new context or get extension.

**Step 3:** Plan instructional agendas.

Plan instruction for each group that students will do individually or in groups.

Based on your identified need, use one of the following two graphic organizers to support your work across steps 3 and 4.

# REPRODUCIBLE

**Option 1:** Graphic Organizer to Support Planning Instructional Agendas and Identifying Students Who Need to Be in Each Group

Group and Students	Error or Misconception and Next Step	Instructional Plan
Needs lots of support Students:		
Needs some support Students:		
Needs extension Students:		

**Option 2:** Graphic Organizer to Support Planning Instructional Agendas and Identifying Students Who Need to Be in Each Group

Next Step: What Do Students Need to Work on?	Errors	Design Intervention or Instruction to Help Students Revise Work or Take Next Steps	Students Who Need to Work on Next Steps

**Step 4:** Check proficiency as needed.

Determine how you will check how much students grew or gained proficiency on the learning goal you were targeting.