Session 3: Student Progress

This tool draws from the *Kentucky Academic Standards (KAS) for Mathematics Assessment Review Protocol. Teachers may choose to utilize other instructional rubrics or protocols during this session.*

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| **Preparing to Analyze Student Work** | | |
| **Standard(s):** Does the task focus on one or more grade-appropriate mathematics standards? | | |
| What standard(s) does this task address? | | |
| **Do the math:** Solve the task by creating *at least* 2 different exemplar student responses. | | |
| Work Space | | Predict incorrect solution strategies (e.g., misconceptions, procedural errors). How will you proactively address these misconceptions? |
| **Keys to Mastery:** How is the target of the standard addressed in this task? | | |
| ***Conceptual Understanding***  If the target of the standard is conceptual understanding, what do students have to **know** in order to demonstrate mastery on this task? | ***Procedural Skill/Fluency***  If the target of the standard is procedural skill/fluency, what do students have to be able to do/**show** in order to demonstrate mastery on this task? How are students asked to connect procedures back to underlying conceptual ideas? | ***Application***  If the target of the standard is application, what opportunities exist for students to apply their learning to solve problems in a relevant and meaningful way? |

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| **Analyzing Student Work** | | | |
| **Student Name** | **Mastery** (M)  **Partial  Mastery** (P)  **No Mastery** (N) | **Evidence of Strengths**   * What is the evidence of mastery? Did students meet the target of the standard (conceptual understanding, procedural skill, and/or application)? If so, how? | **Evidence of Opportunities for Growth**   * Which expectation(s) of the standard (conceptual understanding, procedural skill, and/or application) do students need additional support with? |
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| **Step 3. Respond to Student Work by Adjusting Instructional Practice** | | | |
| **Standard(s):** | **Re-teach Learning Objective:** | | |
| **Actions:** Compared to the first time this was taught, what is new and different about this approach? Be specific and include **method**  and **resources** (e.g. bar models, small groups, fluency activities, base ten blocks) | | **Who:** (Whole group, Small group, Strategic Pairs, Individual, Other) | **When:** (Timeline and/or Frequency) |
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| **How/when will mastery be reassessed?** | | | |
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