**ASSESSMENT**

**ANALYZING STUDENT WORK FROM AN ASSESSMENT**

**EM6:** How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?  
(TPEs 1,3)

<table>
<thead>
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<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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| • The criteria/rubric and analysis have **little connection** with the identified standards/objectives.  
  OR  
  • Student **work samples do not support the conclusions** in the analysis. | • The criteria/rubric and analysis **focus on what students did right or wrong** in relationship to identified standards/objectives.  
  • The analysis of whole class performance describes **some differences in levels** of student learning for the content assessed. | • The criteria/rubric and analysis **focus on patterns of student errors, skills, and understandings** to analyze student learning in relation to standards and learning objectives.  
  • Specific patterns are identified for **individuals or subgroup(s)** in addition to the whole class. | All components of Level 3 plus:  
  • The criteria/rubric and analysis focus on **partial understandings** as well.  
  • The analysis is **clear and detailed**. |