

Directions for Analyzing Work Samples

1. When analyzing work samples for reading, language and/or math, oral expression and listening comprehension use the appropriate **checklist** form for that subject area.
2. Attach the actual samples of work to the analysis sheet.
3. The work samples **must be evaluated** to show that the student has difficulty completing the assigned work in regular class setting (if student is in regular class setting). There must be a grade, percentage correct, etc. marked on each sample page. This also applies to work samples which show instructional level is below grade placement. For example, if you submit a reading sample on third grade level for a sixth grade student, you still need to mark the responses which are correct and incorrect and put a grade at the top of the paper. For oral reading samples, the evaluation could be the percentage of errors along with the rate of reading (wpm).

If the sample has a grade of 80% or above, the sample does not document significant difficulty with the assignment and is not a good example to submit. If the grade is lower but passing, the sample should document other concerns such as the length of time student required to complete the work (specify that the student required twice as much time as peers to complete the work, received individual modifications and/or assistance with the work, etc.) This paragraph does not apply to the samples when the instructional level is below the grade placement of the student.
4. Use the work sample analysis sheets from the web site which have a blank to fill in the **grade placement** (what grade the student is in when the sample is completed) and the **instructional level of the work** (important to document student is working below the grade level he/she is in). If the student is in the 6th grade and working on a 3rd grade instructional level, even an A or 100% on the attached sample still documents academic underachievement for the student.
5. **Fill in every blank of the analysis work sheet** including how much time it took the student to complete the assignment, how the assignment was presented, instructional level, grade placement, etc.
6. When using the checklist or listing strengths and weaknesses, **any item you check or strength or weakness you list must be evident on the attached work sample**. For example, if you check the item regarding "sentence fragments" when analyzing a writing work sample, the attached sample must contain sentence fragments. If you check that the student has difficulty regrouping with subtraction problems, the attached sample must have subtraction problems requiring regrouping.
7. Make a distinction among the seven areas when selecting work samples.

Writing work samples should be examples of student's construction of sentences, paragraphs, stories, etc. A spelling test or worksheet listing the part of speech does not clarify whether a student writes, it is important to analyze misspelled words, incorrect use of parts of speech (verb tense, pronoun referents, subject/verb agreement, etc.) but you need to analyze these skills within the context of written sentences and paragraphs rather than in isolation. The amount of time a student requires to write sentences and paragraphs is also part of the analysis. In addition to conventions of writing, analyze other skills such as age appropriate use of vocabulary, logical organization of ideas, sentence type/complexity, length of writing produced for the assignment, elaboration of detail, development of main idea, etc. Also remember that age appropriate writing for older students would include other purposes for writing (persuasion, etc.) and not just descriptive narrative.