

Using Common Assessment Data to Guide Instruction

1		My Class(es)		The Department		2	
		Data Analysis	Planning		Data Analysis	Planning	
A	The Data	<p>What is the distribution of scores on the assessment?</p> <p>What is the distribution of scores by item?</p>			<p>What is the distribution of scores on the assessment?</p> <p>What is the distribution of scores by item?</p>		
B	The Content	<ul style="list-style-type: none"> - Which items were most frequently missed? - Why, in your analysis? - What does the pattern suggest about how to improve instruction for this class, for individuals, and for subgroups? - What missed content will limit student performance in the next unit of instruction? - What will limit them for end-of-course mastery? 			<ul style="list-style-type: none"> Which items were most frequently missed? - Why, in your analysis? - What does the pattern suggest about how to improve instruction for this class, for individuals, and for subgroups? - What missed content will limit student performance in the next unit of instruction? - What will limit them for end-of-course mastery? 		
C	Individual Students	<ul style="list-style-type: none"> -Which students are at risk of immediate failure? - Which are at risk 	D	Immediate and Long-term	<ul style="list-style-type: none"> - Which individual students are at such an 	D	Immediate and Long-term
		<ul style="list-style-type: none"> - What will you re-teach? How will you do it differently? 	<ul style="list-style-type: none"> - What will you do over the remainder of the course to assure that these students do not 		<ul style="list-style-type: none"> - How could you use flexible grouping, co-teaching, tutoring or other methods to 	<ul style="list-style-type: none"> - If you anticipate that these interventions are going to be needed for the rest of the course, 	

	of failing to master key knowledge and skill that will impact year-end performance?	- What will you do in the next unit to mediate these students' limitations?	fail?	extreme risk that your team believes it will take collective intervention to help them?	intervene with these students?	how can you adjust your schedules to accommodate them?
Subgroups of Students	- What subgroups seem to form as you look at the data? These may be by content, by level of knowledge, by learning preference, or some other variable.	- What will you re-teach? How will you do it differently? - How will you differentiate content, activities, or products in the next unit to reflect the subgroups you have found?	- What do you expect that you will need to do to help these groups from now until the end of the course?	- What subgroups would benefit from whole-department intervention? Why?	- How could you work together to provide appropriate differentiated learning opportunities for these groups while maintaining a strong "home base" in their primary classes?	- If you think it would be helpful to provide such experiences for the rest of the course, how will you manage it as a team?
Entire Class	- What opportunity for improvement was common to the whole class?	- What will you re-teach? How will you do it differently? - What could you do to help the whole class do better on this dimension in the next unit?	- What do you expect that you will need to do with the entire class from now until the end of the course to assure their success?	- As you look at the overall performance of all the students taking the assessment, what do you conclude about how they might improve?	- How could you work together during the next instructional unit to share effective practices, methods, and strategies that each of you has developed?	- What recommendations do you record for the next time this unit is taught? - How will you keep track of such recommendations so that they can be acted upon in the future?

