

Tooele County School District

Benchmark Assessment Data Results Analysis Protocol

Teacher:	Class/Grade:	Assessment:	Date:
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Directions: This protocol consists of three parts. **Part I** involves completion of an overview of class performance to be done individually prior to attending the data meeting. **Part 2** involves answering global and detailed questions during a data results meeting to guide collaborative discussion and instructional decision-making aimed at addressing overall strengths and concerns. **Part 3** is a more detailed intervention & instructional plan laying out standards needing to be retaught and reassessed. *Part 3 is to be finished individually or by team members within a week following collaborative data results meetings. Completed intervention & instructional plans are to be submitted to designated building administrator after each district benchmark assessment.*

Part 1 – Do Prior to Data Meeting	Complete the following sections using assessment results data, <u>before attending the data meeting.</u> This is information that could be used to give you an overview of classroom performance.
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Individual Teacher Performance Results:

Subject/Period	Section (AP, Honors, General, Inclusion, Self-Contained)	# Taking assessment	# Passing	# Failing	% Proficient (# Passing/# Taking)	# Scoring 80% or above	# Scoring 60% - 79%	# Scoring Below 60%
TOTALS								

Standard(s) Assessed: List standards based on whole group proficiency from lowest to highest.

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|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |

Question-level analysis: (List questions on which students performed poorly, usually less than 60% proficient)

Question #(s)												
Standard(s) Assessed												

Part 2: Data Meeting Discussion

*Complete the following sections during collaborative data results analysis meetings.
 This is information that can be used to guide collaborative discussion and decision-making.*

Identify Roles: 3 min

Team:	Date:
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Facilitator:	Timer:	Recorder:
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Today's Objective: Assessment Analysis

The following questions may be used to guide discussion and address strengths and concerns.

<p>Global Questions:</p> <p>How well did the class do as a whole?</p> <p>What were the standards and questions we had expected students to do well on? Based upon our instruction, were the results expected?</p> <p>Who are the strong and weak students in this assessment?</p> <p>What standards did students do well on overall? What were the standards in which they performed poorly? Where do we need to work the most?</p>	<p>Detailed Questions:</p> <p>Bombed questions – Did students all choose the same wrong answer? Why or why not?</p> <p>Break down each standard: Did students do similarly on every question within the standard or were some questions harder? Why?</p> <p>Compare similar standards: Do results in one influence the other?</p> <p>Sort data by students' scores: Are there questions that separate proficient and non-proficient students?</p> <p>Look horizontally by student on the question-level report: Are there any anomalies occurring within certain student's responses?</p>
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Strengths: (3 min)

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Part 2: Data Meeting Decisions

Analysis of Standards With Weakest Mastery: Why did students not learn the standard? *(10 min)*

Whole Class Tier I Instruction: What standard(s) warrant more time for whole class instruction and review? *(10 min)*

Tier I Instructional Plan: What instructional strategies could be used to re-address these standards? *(10 min)*

Tier II Small Group Instruction: Identify 2-3 standards that warrant more time for small group instruction and review. *(10 min)*

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Tier II Instructional Plan: How could this be structured, when could this happen, be reassessed? *(10 min)*

Part 3: Intervention & Instructional Plan

**To be submitted following each district benchmark assessment*

Complete the following sections individually or as a team within week of analysis.
This is information to guide intervention and instructional planning in the weeks following test.

For Teacher/Team _____ Grade _____ Subject _____ Date _____

Tier I Interventions: Whole Group

Re-Teach Standard: List most critical standard(s) or combination that need to be re-taught to the whole class?	Instructional Plan: What strategies will be used to address this standard? What will be different from the original instruction?	Explicit Time: When exactly will this take place?	Reassessment Plan: How and when will the success of this new strategy be assessed?
Standard:			
Standard:			
Standard:			

Tier II Interventions: Small Group 1

Group 1 Students	Re-Teach Standard: What standard(s) needs to be re-taught to this group during core instructional time?	Instructional Plan: What strategies will be used to address this standard? What will be different about how the instruction is delivered?	Timeline: When will this be accomplished and re-assessed?

Tier II Interventions: Small Group 2

Group 1 Students	Re-Teach Standard: What standard(s) needs to be re-taught to this group during core instructional time?	Instructional Plan: What strategies will be used to address this standard? What will be different about how the instruction is delivered?	Timeline: When will this be accomplished and re-assessed?

Tier II or III Interventions: Individual Students

Student	Re-Teach Standard: What standard(s) needs to be re-taught?	Instructional Plan: What strategies will be used to address this standard?	When will this happen and how will the student's progress be monitored?	Notes – additional actions and monitoring needed

6 Week Instructional Plan for _____

WEEK 1	WEEK 2	WEEK 3
Standards for Review	Standards for Review	Standards for Review
New Standards to Address	New Standards to Address	New Standards to Address
WEEK 4	WEEK 5	WEEK 6
Standards for Review	Standards for Review	Standards for Review
New Standards to Address	New Standards to Address	New Standards to Address