

Immediately following the assessment:

Score the Work

- Check that all tests have been scanned into AWARE within 48 hours after the assessment is given. Specialists will pull data reports within 24 hours of the assessment being entered.
- If teacher data is missing, send a reminder email that data needs to be scanned. Copy Principal/AP
- Schedule and send out calendar invites for data reflection meetings (should be within the 48-72 hour window). This could be during a conference period, before/after school, during collaboratives.
- Send extra copies of "Data Reflection Sheet" to all members of the grade level team. [Data Reflection Sheet](#)

After data is scanned:

Prepare for a Data Reflection Meeting

---Specialists will gather team data and send in an email ([Directions](#) for how to print these reports!)

- Print and bring to the meeting a copy of the given assessment OR be sure to have the team bring a copy (1 per teacher)
- Print and bring to the meeting a copy of the overall, district data and have CES data highlighted (1 per teacher)
- Print and bring to the meeting a copy of the overall, CES data for the assessment (1 per teacher)
- Print and bring to the meeting a copy of the data broken down by teacher, by student learning standards and "student individual responses" (1 per teacher)

During the Data Reflection and Response Meeting:

Identify Patterns that Emerge (this information is recorded on the "[Data Reflection Sheet](#)")

- Have grade level CELEBRATE (take a full 2-3 minutes to do this.)
- What trends in the data caught your attention? Just the facts - locate outliers. Are there common errors? Misunderstandings? (6-8 minutes)
- What concepts and skills are well established? Which are not? (Were there questions where your students performed below 70%?)
- What are our key conclusions? What recommendations does the team have for addressing the instructional practice?

***Discuss Implications for Adjusted Instruction

- Scale from 1-5, how aligned was our instruction to the assessment? Did we actually teach what we intended?
- Was there an instructional strategy that one teacher used and experienced success with that could be shared with the group? What concepts or skills need to be re-taught to the whole class? What does re-teaching look and sound like? Were there any questions where your class was an outlier?
- What other resources do we have for support? (homework and practice, cooperative learning, setting objectives and providing feedback, cues, questions, and advanced organizers, time, etc.)

After we have analyzed the assessment data:

***Discuss Implications for Interventions

- Which students have not achieved proficiency? Which students achieved proficiency immediately?
- What short-term interventions need to be provided? What extensions or opportunities for deeper thinking can we provide?
- How will interventions be delivered? When? By whom?
- What evidence will be gathered throughout the intervention to monitor growth?
- What are our action items?