

## Data Protocol

In considering the data set, discuss and record your shared thoughts on the following ...

<p><b>Question 1</b>                  What do we want all students to know or be able to do?  <i>(Clarify standards and targets of focus)</i></p>	<p><b>Question 2</b>                  How will we know if students have mastered the standards of focus?  <i>(Determine proficiency indicators)</i></p>
<p>Read grade level text fluently + show comprehension through voice + expression</p>	<p>End of 1<sup>st</sup> Quarter: 20</p>
<p><b>Question 3</b>                  How will we respond for students who have not yet learned?  <i>(Discuss interventions)</i></p>	<p><b>Question 4</b>                  How will we respond for students who have already demonstrated mastery or are ready to do more?  <i>(Discuss extension and enrichment)</i></p>
<p>Consistent Guided Reading Plus groups</p>	<ul style="list-style-type: none"> <li>• Write about grade level texts proficiently</li> <li>• Push students to do all at a higher level</li> </ul>
<p>1. Based on the data, how does data differ classroom to classroom?                  (Here's what ...)</p> <p>Dalton target students: 15                  Griffith target students: 17</p>	
<p>2. What are the implications of this information? Which instructional strategies helped students learn? What skills did the proficient students demonstrate in their work that set their work apart?                  (So what?)</p> <p>Both classes are in the same boat. We've done a good deal of <u>character</u> and <u>plot mapping</u>. Proficient students can take the character + plot map information, and can write summaries and discuss deeply what the text tells them.</p>	
<p>3. So what's the plan?                  (Now what? Who? What? When?)</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Party Ladder p.57</li> <li>M • Make the Bumpy smooth p.111</li> <li>H • Summarizing what's most essential p.124</li> <li>L • Fixing the Fuzziness p.53</li> <li>• Set Page Goals p.70</li> </ul>	