Protocol for Analyzing CFA Data

Steps/Guiding Questions	Facilitator Notes
Introduction/Setting the Stage	2 minutes
• Establish the purpose of the meeting	
Review norms (focusing on data norms)	
2. Review the Focus of the Assessment	2 minutes
•Identify the essential learning targets being assessed	
and which question(s) were designed to assess each	
of them.	
•Review the expectations for proficiency (e.g., 2 out	
of 3 correct on a multiple choice, a level 3 on the	
rubric.	
Discuss any questions members had when they	
scored student work.	
3. Data DiscussionWhat Information Do We Have?	5 minutes-Each team
•For each target, identify how many students will	member must
need additional time and support.	participate in this
	discussion.
4. Determining Student Misconceptions and Errors	10 minutesBe careful
•For each target, identify which students need help.	to do this step one
•Once you've identified the students who need help,	essential learning
re-group them by specific need (e.g., students who	target at a time.
made a calculation error vs. students who chose the	
wrong solution pathway.)	

- 5. Determining Instructional Strategies for Response
- Decide whether you will develop small groups for reteaching or if you will use a re-engagement lesson with the whole class.
- Each teacher should share his/her original instructional strategy so that the team can see if one strategy worked better for certain students.
- For each target and for each
 mistake/misconception, develop a plan to help
 students move ahead on their learning of that target.
- If necessary, go back to best practice information about how to teach the concept or about what strategies work best for struggling students. Consult instructional coaches or specialists if necessary.
- 6. Develop the item(s) that will be used to monitor whether the learning target was met after this response. This will provide information about which students still need help on this essential target.

15 minutes--Make sure that all team members have the same understanding of what this will look like.

10 minutes--Reminder, this re-assessment may be done orally or may be a version of the original assessment.

Data Norms

- We will not compare scores with the intention of judging each other.
- •We will use data to help each other and our team get better at what we're doing.
- •We will value data for what they tell us to do next, and will not make excuses about them.