

Student Data Analysis Tool/Template

*Directions: For giving Common Formative Assessment (CFA) or other assessments, follow the steps and organizers on this tool to help guide AC discussions and determine next instructional steps.*

**(Before the CFA analysis meeting)**

**Step 1: Read the assessment prompt and/or rubric and know/explain the following:**

* What are the students expected to do?
* Which standards (CCSS, content standards, or both) are being assessed?
* What do you consider to be a proficient response on this assessment, and exactly what do students need to say or write for you to consider their work proficient?
* How will you “grade” this assessment?
* Does the assessment give students a good opportunity to demonstrate what they know?

Pre-Work (this works best done before the AC meeting):

* Individually go through this protocol (or another like it) in order to be prepared for the analysis meeting.
* Ensure that data is shared with all AC members
	+ Example: If the AC agrees that #7 (multiple choice) and #10 (short answer) get to the “meat” of the standard, then each AC member share the class/classes results with the lead teacher OR to a collaborative document for those questions. A *suggested* way to compile could be as simple as:

|  |  |  |
| --- | --- | --- |
|  | #7 (% correct overall) | #10 (% with agreed upon proficient response) |
| Teacher A | 80% | 85% |
| Teacher B | 75% | 60% |
| Teacher C | 50% | 61% |
| Teacher D | 67% | 70% |

**(During the CFA analysis meeting)**

**Step 2: Review that each member of the AC completed Step 1, “Pre-Work” above (use as a checklist).**

**Step 3: What parts of this data catch your attention? Just the facts.** *(8 minutes: 2 minutes silently writing individual observations, 6 minutes discussing as a group)*

**Step 4: What good news is there to celebrate?** *(5 minutes to identify strengths)*

* The facilitator asks the group to look for indications of success in the data.

**Step 5: What does the data tell us? What does the data NOT tell us?** *(10 minutes: 3 minutes silently making notes, 7 minutes discussing as a group)*

* Make inferences about the data. The Lead Teacher/facilitator encourages team members to support their statements with evidence from the data.

**Step 6: What are the problems of practice suggested by the data?***(10 minutes: 3 minutes silently writing individual ideas for practice, 7 minutes for group discussion)*

* The facilitator helps the group narrow the focus of the problems of practice.

**Step 7: What are our key conclusions, and what recommendations does the team have for addressing the problems of practice?**

* This is the action phase of the data analysis**.** The group will design an action plan for next steps to be recorded in the minutes.
* Ask the question, “What does this mean for us regarding instruction?” or “How will our instruction change because of this data?”