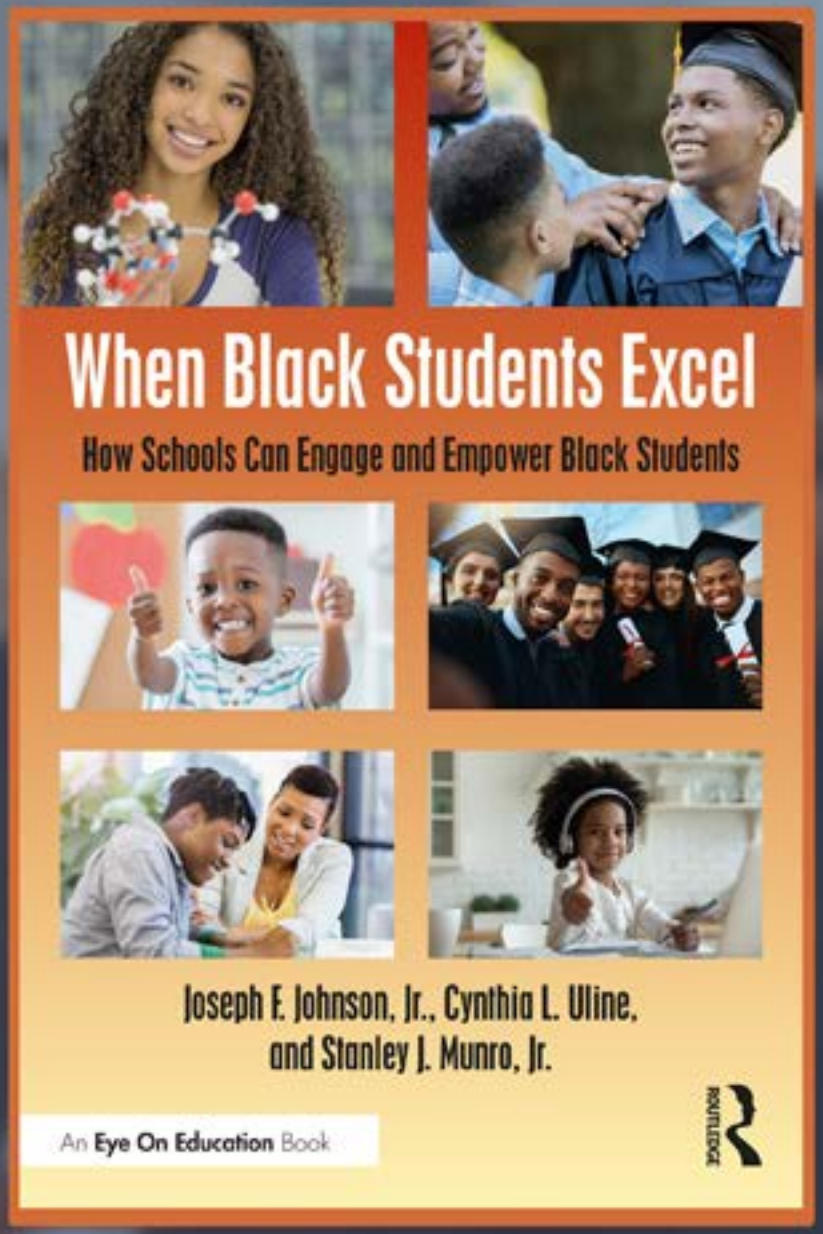

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DATA DRIVEN INSTRUCTION PROTOCOLS TO ENSURE RIGOR AND EXCELLENCE

ADAPTED FROM P.S/I.S.171 PATRICK HENRY PREPARATORY SCHOOL

These protocols are designed with the intent to guide teacher teams as they engage in 4-8 week cycles of continuous improvement to ensure students have access to rigorous learning experiences. Teams may select from any of the 5 protocols, when necessary, based on where they are in the 4-8 week cycle of improvement.

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ASSESSMENT ANALYSIS PROTOCOL

The purpose of this protocol is to guide teacher teams in the analysis of the assessment language, structure and format to inform instruction and ensure progress towards standards.

What key standards reoccur on assessment?	How will we adjust our instruction to reflect the key standards?
What key testing vocabulary and academic language frequently appear throughout the interim assessment?	How will we refine our daily lessons to include key testing vocabulary and academic language?
What types of questions types/stems/levels of complexity are featured in the assessment?	How might we differentiate our whole-class and small-group settings to address the question types/stems/levels of complexity? How will we infuse the question types into upcoming assessments and/or performance tasks?
What types of content-specific language is featured on the assessment?	What type of strategies/skills will we teach to help students master content-specific language?

Use the below table to fill out the different types of questions being asked the standard aligned with the question and their frequency of use:

Question	Standard	Frequency

STANDARD ANALYSIS PROTOCOL

The purpose of this protocol is to pinpoint the standards that are associated with questions on various assessments in order to identify the areas of student need. Teacher teams would look at the class data and identify the three standards of highest need for the whole class.

Area of Need #1	Area of Need #2	Area of Need #3
STANDARD	STANDARD	STANDARD

For the three standards above, which question from each area did the students struggle with the most?

Area of Need #1	Area of Need #2	Area of Need #3
QUESTION #	QUESTION #	QUESTION #

ERROR ANALYSIS PROTOCOL

The purpose of this protocol is to assist teacher teams in the analysis of errors and identify misconceptions students may have demonstrated on various assessments. Reflections from this analysis can inform planning and teaching. For each of the three questions that are being analyzed from the "Standard Analysis Protocol", teams complete the question error analysis.

Area of Need #1

Frequently Missed Question: #

Answer Choices: What percentage of the students chose each answer choice?

A: % B: % C: % D: %

What inferences can you make about why the students may have chosen a certain answer choice/letter?	What components of the question language could have impacted student understanding?
What components of the information (i.e. text complexity, graphs, charts, etc.) could have impacted student understanding?	What strategies can you infuse into your instruction to help students attain mastery of the misconception?

Area of Need #2	
Frequently Missed Question: #	
Answer Choices: What percentage of the students chose each answer choice? A: % B: % C: % D: %	
What inferences can you make about why the students may have chosen a certain answer choice/letter?	What components of the question language could have impacted student understanding?
What components of the information (i.e. text complexity, graphs, charts, etc.) could have impacted student understanding?	What strategies can you infuse into your instruction to help students attain mastery of the misconception?

Area of Need #3	
Frequently Missed Question: #	
Answer Choices: What percentage of the students chose each answer choice? A: % B: % C: % D: %	
What inferences can you make about why the students may have chosen a certain answer choice/letter?	What components of the question language could have impacted student understanding?
What components of the information (i.e. text complexity, graphs, charts, etc.) could have impacted student understanding?	What strategies can you infuse into your instruction to help students attain mastery of the misconception?

STUDENT PERFORMANCE PROTOCOL

The purpose of this protocol is to guide teacher teams in the identification of students' performance on the most recently administered assessment. Each teacher displays data for discussion, celebration and problem-solving student needs. Teams may then consider instructional implications based on collective reflection.

Teacher	# Students	# At or Above Benchmark	% At or Above Benchmark	# Below Benchmark	% Below Benchmark	# Far Below Benchmark	% Far Below Benchmark

STUDENTS **AT OR ABOVE** BENCHMARK		
Names:	Strengths: *They were able to...*	Inferences:

STUDENTS **BELOW** BENCHMARK		
Names:	Strengths: *They were able to...*	Errors and Misconceptions:

STUDENTS **FAR BELOW** BENCHMARK		
Names:	Strengths: *They were able to...*	Errors and Misconceptions:

INSTRUCTIONAL NEXT STEPS

What inferences can you make about why the students may have chosen a certain answer choice/letter?

What will we teach in whole group?

What will we teach in small groups?

What instructional strategies will we include in all lessons:

STUDENTS AT OR ABOVE GRADE LEVEL

What do they still need to reach mastery?	How will we know they've reached mastery?

STUDENTS BELOW GRADE LEVEL

What do they need to reach mastery?	How will we know they've reached mastery?

LONG RANGE GOAL AND SHORT RANGE TARGET PROTOCOL

The purpose of this protocol is to guide teams in the development of long range goals and short range targets, at the grade level and class level. Teams can utilize this tool as a means to monitor progress of goals that will advance equity and excellence for all students.

Long Range Grade Goal: The percentage of students _____ in _____ will increase from _____% to _____% by _____ as measured by _____.

Rationale: This goal is important because _____.

Teacher: 6-8 Week Short Range Target: Success Criteria: We will know when we have achieved this goal when:	Teacher: 6-8 Week Short Range Target: Success Criteria: We will know when we have achieved this goal when:
Teacher: 6-8 Week Short Range Target: Success Criteria: We will know when we have achieved this goal when:	Teacher: 6-8 Week Short Range Target: Success Criteria: We will know when we have achieved this goal when: