Looking at Data from Student Work Protocol

60 minutes
Materials: Data results spreadsheets, rubrics, recording form, student work, action plan template

The goal of the results meeting is to analyze with your data inquiry team (co-teaching team, grade level or department team) the results on the most recent assessment and determine an action plan that meets the needs of students in your grade/department.

Step 1: Choose roles (2 min)
- **Facilitator** – makes sure the group follows each step of the protocol and guides the process
- **Process Checker** – supports the facilitator; might use language like “let’s do a quick process check” if the group seems to be off track
- **Timekeeper** – sets a timer for each step of the protocol and transitions the group when time is up

Step 2: Analysis
- Individually read the spreadsheet and reference the rubric to determine strengths and challenges of student performance and record and your notecatcher. (10 min)

Step 3. Description (5 min)
- The facilitator asks: “What do you see?”
- During this period, the group shares as much information as possible from the data.
- Group members describe what they see in data, avoiding judgments or interpretations. It is helpful to identify where the observation is being made—e.g., “On page one in the second column, third row . . .”

Step 4. Identifying challenges (5 min)
- Go around: each person on team names the top 2-3 areas they noticed that students had challenge areas” at top of chart
- Group members ask “What evidence do you have?” as needed and take notes while each other are speaking to capture additional challenges

Step 5. Looking at Student work (15 min)
- Participants look at student work with the challenges identified in mind

Step 6. Discussion (5 min)
- Of the challenges identified, which should be prioritized?
- Team comes to agreement about top two challenges to focus on right now
Step 7. Brainstorm: (5 min)
- Go around: Each team member shares an idea or proposal for addressing the challenges evidenced in the student work
- If you don’t have an idea, say “pass”
- No judgments made. If you like an idea, when it’s your turn, simply say, “I would like to add onto that idea by…”
- Continue going back and forth, about 30 seconds at a time, to suggest new ideas/proposals for the full 5 minutes

Step 8. Come to consensus around the best actions to take. (5 min)
  a. One person proposes an action with the rationale for what makes it effective.
  b. Other group members weigh in on agreement with thumbs up, disagreement with thumbs down or unsure with a thumb in the middle. For any responses other than thumbs up, briefly discuss reasons for diverse ideas, clarify the specific action and re-do the vote.

Step 9. Complete the action plan template. Use copies of module materials for grade 5 module 3 to create your action plan for re-teaching. (8 min)

References