



Great teachers.
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Data Days 2/3 Agenda Overview

Benchmark/Interim assessment analysis

Review of Ongoing Formative Assessment (1 hour)

Teachers meet in their team and review the current state of ongoing formative assessment.

The facilitator provides a list of standards from the most recent benchmark exam. The team makes a short list of the standards most in need of improvement.

Standards most in need of improvement	Formative evidence to support this

Notice and Wonder of Strand-Level Benchmark Data (30 min)

If the group is experienced analyzing benchmark data, they might choose to omit this step.

- [Notice and Wonder Protocol](#)
- [Notice and Wonder worksheet](#)

Item Analysis of Multiple Choice Items (2 hours)

Teachers follow the [protocol for analyzing multiple choice items](#), looking for patterns. They complete a task deconstruction chart, and fill out the worksheet that accompanies the protocol.

Analyze progress since last Data Day (15 min)

If there is overlap between the standards assessed on the baseline and/or prior benchmark exam, teachers can discuss their

observations of progress made since the last assessment and record specific evidence of growth/challenges.

Evidence of progress since baseline and/or prior benchmark assessment	Evidence of challenges since baseline and/or prior benchmark assessment

Triangulation/Cross-checking (30 minutes)

Teachers discuss any areas of resonance between their data analyses and their observations of student work from the ongoing formative assessments. They discuss and prioritize potential student learning problems that are strongly supported by data.

NOTE: If teams have effectively normed and scored benchmark constructed response items, they can bring these into the conversation at this point as well (*and extend time*).

Notes about resonance between formative and benchmark data	Possible explanations	Potential student learning problems strongly supported by data

Disaggregation (20 minutes for each round of disaggregation -prioritize up to 3)

If teachers have access to demographic data, they can look at trends in various subgroups, such as Lowest Third, ELLs, SWDs, or Exceeding Standards, as well as comparing groups divided by gender or ethnicity. Choose up to 3 subgroups to analyze.

Sub-group	Data Source/Findings	Implications	Next Steps

Identifying Causes (30 minutes)

Teachers brainstorm potential causes of the student learning problem(s), and then narrow down these causes to the 1 to 3 most likely (and that teachers have control to change, focusing on instructional causes- which includes pedagogy, curriculum, assessment, etc.). This is an opportunity for teachers to look critically at their practice. At this stage, teachers can examine instructional artifacts such as unit plans, lesson plans, assignments, etc. in order to analyze for possible instructional causes of student learning problem(s).

Student learning problem	Potential Causes (highlight 1-3 most likely)	Evidence to justify potential causes

Developing Strategies (30 minutes)

Teachers use an Impact/Effort Matrix to identify the strategies that will most efficiently address the causes of the student learning problem. The team selects a single strategy that they are committed to implementing moving forward, and outlines specific evidence

that will demonstrate that the strategy has been successful.

	Low Effort	High Effort
High Impact		
Low Impact		

Action Steps (30 minutes)

The team delineates the specific steps that must be taken to implement the strategy, a timeline for implementation, and who will complete each step.

Strategy to be implemented	Evidence that will demonstrate this strategy has been successful	Specific steps that must be taken to implement the strategy (including who will complete each step)	Timeline for Implementation

Evaluation and Next Steps (15 min)