

Chetek-Weyerhaeuser Area School District Benchmark and/or Common Assessment Analysis

Purpose

Use after common assessments or benchmark testing has been given to students. Assessment results might include results from AIMSweb, MAPS, samplings of student work or student created projects and are intended to demonstrate proficiency in content areas.

Prior to the Meeting

Results of universal screening, district assessments will be prepared to share with school level team.

Getting Started

3 minutes	The facilitator and recorder are identified and the facilitator describes the purpose of the protocol and reviews the steps.
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Exploration and Discovery

20 minutes	<p>Participants discuss the questions below after reviewing the data.</p> <ul style="list-style-type: none"> • What important points seem to pop out? • What are some patterns, categories, or trends that are emerging? • What is surprising or unexpected? • What are some things we have not explored?
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Generalizing and Integrating

15 minutes	<p>Using the following prompts, discuss possible next steps and chart ideas.</p> <ul style="list-style-type: none"> • What inferences might we draw? • What learning challenges were raised by the data? • What additional data should we collect to clarify and get a deeper picture of emerging learning challenges? • What research on effective practices might we seek to explore any identified learning challenges? • What instructional strategies might help address any discovered learning challenges? • What data should we collect as we implement the instructional strategies? How will we assess the effectiveness of the instructional strategies on identified learning challenge(s)? • Are there people within our school or district whose expertise we should seek to help consider the support for specific groups of students?
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Closure

10 minutes	The facilitator leads the group in a decision-making process of the next step they would like to take to continue their learning. This might be collecting more assessment data to get a deeper understanding of the learning challenges inferred from the data or bring back evidence of the effectiveness of proposed strategy to address the need.
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