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Figure 4.10. Team Common End-of-Unit Data Analysis Protocol

Percentage of Students Demonstrating Proficiency or Above				
	Standard/Target 1	Standard/Target 2	Standard/Target 3	Standard/Target 4
Teacher A				
Teacher B				
Teacher C				
Team Total				

Use student work to complete the protocol.

For each standard/target, what are trends in the work of students at each proficiency level?				
	Thorough Understanding	Adequate Understanding	Partial Understanding	Minimal Understanding
Standard/ Target 1				
Standard/ Target 2				
Standard/ Target 3				
Standard/ Target 4				

Which instructional practices or mathematical strategies contributed to student learning?

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What is a possible team response for intensification or extension of student learning for each level of proficiency?				
	Thorough Understanding	Adequate Understanding	Partial Understanding	Minimal Understanding
Standard/ Target 1				
Standard/ Target 2				
Standard/ Target 3				
Standard/ Target 4				

What changes, if any, to the assessment are needed to generate more accurate or meaningful data?

From the data, what can our team celebrate related to student learning as a result of our instruction?

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