

Figure 6.8. Team Response for Intensification

PART 1—OVERVIEW (3 min)

The Team Leader presents the following information to the team:

Description of the learning target and/or standards.

Description of the instructional strategies used to prepare students for the Assessment.

The Team Leader provides each team member with a copy of the Assessment and describes it.

The Team Leader reviews overall data results.

PART 2—GROUP ANALYSIS (20 min)

The team breaks into groups of two or three and sorts the student work into three groups:

- 1—Students meet the target or standard
- 2—Students do not meet the target or standard
- 3—Students are somewhere in the middle

PART 3—ROUND ROBIN (12 min)

Each group summarizes their findings for 2 minutes. Group discusses for 2 minutes.

One person takes notes.

PART 4—SUMMARIZE (5 min)

Team Leader summarizes the following questions:

1. Summarize the data collected from your structured data conversation:

2. What will be your team’s collective response to students who did not succeed and to students who exceeded expectations?

3. What will be your team’s collective response to students who are somewhere in the middle?

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4. What has your team learned about teaching and learning through this data discussion?

Optional: Complete Part 1 and choose groups during a team meeting. Complete Part 2 over the course of the week. Complete Parts 3 and 4 at the next team meeting.

GROUP 1—ANALYZE SPECIFIC STUDENT POPULATIONS

Take time to sort through student populations and place their names in the following chart.

Directions

1. Take 4 minutes to analyze the student population data. Using the table below, mark:
 - + if the students in that student population performed significantly better than the whole
 - if the students in that student population performed significantly worse than the whole
 - 0 if the students in that student population performed about the same as whole
2. Circle the student population(s) that were significantly better or worse than the whole.
Take 8 minutes to look at those students’ assessments and determine some possible reasons for their performance.
3. Take 8 minutes to make suggestions to support students in these student populations. Some questions to think about are:
What interventions should be implemented?
Are there any changes that should be made to the assessment to help these student populations?
Are there any instructional changes that should be made for next year or the next assessment?

	Struggled (–) Excelled (+) Aligned With Group (0)	Why? Look at the Individual Students’ Assessments	Interventions / Changes to Assessment / Changes to Instruction
IEP			
504			
Mentor			
ELL			
Gender Male Female			
Teacher			
Other			

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GROUP 2—ANALYZE STUDENT ASSESSMENTS

For students who do not understand the target or standard, fill in the chart.

Directions

1. Take 10 minutes to analyze the work of students who do not understand the target or standard. Mark the questions/skills where students excelled and where they struggled.
2. Take 6 minutes to list possible reasons students struggled on specific questions/skills.

Strengths	Weaknesses	Possible Reasons Students Struggle on This Question/Skill

3. Take 4 minutes to determine what types of interventions should be implemented for students or suggest changes to the assessment.

Interventions:
Changes to Assessment:

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GROUP 3—ANALYZE THE EFFECTIVENESS OF THE ASSESSMENT

Reflect on the assessment. Does the assessment meet the learning target or standards?

Directions

1. For 10 minutes, review the assessment and answer the following questions.


Does the assessment align directly to the learning outcome(s)?	Yes	No
Is any relevant information missing from this assessment?	Yes	No
Does the assessment give enough evidence of student learning to categorize by learning gradations (1, 2, and 3)?	Yes	No
Does the assessment give teachers information about how students arrived at the answer or outcome?	Yes	No
Does the assessment have depth rather than only procedural fluency?	Yes	No
Does the assessment allow students to reflect on their work?	Yes	No

2. For 10 minutes, answer the following questions:

Does the assessment effectively measuring student learning? Why or why not?

3. What, if any, changes need to be made to the assessment to make it more effective?

Source: Adapted from Love, Stiles, Mundry, and DiRanna (2008).

 Visit <https://www.mathedleadership.org/resources/summary.html> to download a free reproducible version of this figure.

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