

ANALYZE YOUR INTERIM ASSESSMENTS:

Interim Assessment(s) Being Reviewed (subject & grade level): _____

End-Goal Test Being Used as Reference Point: _____

Overall Checklist:

- Are interim assessments occurring every 6-8 weeks?
 - (If no) Proposed change to make them work:

- Are they aligned to the Common Core/state test/end-goal assessment? (See checklist below)
 - (If no) Proposed change to make them work:

- Are they aligned to the instructional sequence: are teaching teaching the content in the appropriate time frame before being assessed on it?
 - (If no) Proposed change to make them work:

- Do they spiral content from previous interim assessments?
 - (If no) Proposed change to make them work:

- Do teachers have a preview of the rigor of the interim assessments?
 - (If no) Proposed change to make them work:

If Yes to All Questions:

- Plan the key actions to increase the rigor of teaching to meet the increased rigor of the Common Core/higher bar of upcoming state tests:

Leading Effective Meetings Starting from Assessment

PREP FOR THE MEETING

Tasks:

1. Pull out the teacher case study from the binder
2. Evaluate the quiz—ID the changes you would need to make to:
 - Match the rigor of the questions on the interim assessment/end goal assessment
 - Scaffold the learning from the basics to this final complexity
3. Plan to meet with the teacher (see below)

STEPS FOR ANALYZING TEACHER ASSESSMENTS

Probing Analysis – Deep Dive On the Assessment—Key Questions	
1 Start from the End Goal	<p>Start with the end goal (assessment):</p> <ul style="list-style-type: none"> • “Let’s look at the upcoming interim assessment questions/final tasks that are related to this objective. What are all the things students need to be able to do to master that assessment/task?” • “Of all of those things, what is the key skill here: what do you want students to be able to do by the end of this lesson?” • “If they got this right and you asked ‘how do you know?’ what would you want them to say?” <p>Identify the Gap:</p> <ul style="list-style-type: none"> • “What are the gaps between the bar of the interim assessment and your in-class quiz?” • “If they do well on the quiz, will they be able to master the interim assessment? If not, what changes could we make to align it further to the objective?”
Make Explicit Action Steps – Rebuild the Assessment	
2 Plan	<p>Revise the assessment:</p> <ul style="list-style-type: none"> • “What do we need to teach to bridge that gap?” • “What edits should we make to this quiz?” <p>Revise the teaching:</p> <ul style="list-style-type: none"> • “Let’s talk through what a lesson on _____ might look like. What will be different about your approach to teaching _____? What does that look like (that worksheet / re-teaching lesson)?” Be specific; evaluate quality. • “What adjustments could we make to the activities in the lesson?”
Schedule Follow-Up	
3 Follow-up	<ul style="list-style-type: none"> • “Let’s summarize the action steps.” • Schedule a time for the leader to see the plan in action.

FOUR STEPS FOR DATA-DRIVEN ANALYSIS MEETINGS: Leading Effective Meetings around Interim Assessment Results

What to Bring	LEADER SHOULD BRING:	TEACHER SHOULD BRING:
1 Praise	<ul style="list-style-type: none"> • Six-Week Action Plan • Copies of Interim Assessment and Results • Teacher’s Assessment Analysis • Pre-planned question script for meeting. 	<ul style="list-style-type: none"> • Six-Week Action Plan • Copies of Interim Assessment and Results with key Qs highlighted • Assessment Analysis
Starters		
	<ul style="list-style-type: none"> • “Congratulations on the improvement on ____ from last time!” • “What were the highlights, and what made you successful?” 	
2 Probe	Probing Analysis – Deep Dive On Key Standards	
	<p>Opening probe:</p> <ul style="list-style-type: none"> • “So... where should we dive in?” [pick a key standard to start the deep analysis] • Teacher presents hypothesis; leader <u>checks for alignment with own analysis.</u> <p>Prompts to add depth or precision to the analysis:</p> <ul style="list-style-type: none"> • “Let’s look at question ___. Did all students choose the same wrong answer?” • “Compare results on question number ___ to your predictions. What cause their results to be lower than expected?” • “What are students doing wrong here? What misunderstandings are revealed?” • “What did the students need to be able to do to get that question right? How was this more than what they are able to do with you in class?” • “What’s so interesting is that they did really well on question #___ but struggled with question #___ on the same standard. Why do you think that is?” • “Let’s look at questions #___ and ___. What pattern do you see in the error that most students made?” <p>Model/state the analysis:</p> <ul style="list-style-type: none"> • “One of the trends I noticed was ___, which was addressed by question numbers ___, and ___. How does that impact student learning?” • “We should/need to focus on...” 	
3 Action Step	Make Explicit Action Steps – Review Six-Week Plan	
	<ul style="list-style-type: none"> • “What should students do when they hit this struggle the next time? What strategy do you want them to apply?” • “Let’s talk through what a re-teach lesson on ___ might look like. What will be different about your approach to teaching___? What does that look like (that worksheet / re-teaching lesson)?” Be specific; evaluate quality. • “What needs explicit instruction? How will you CFU and assess mastery?” • [When new analysis/action is proposed] “Let’s summarize action steps and add them to your plan.” *Address within 1-2 weeks if it is a major concern.* 	
4 Follow-up	Schedule Follow-Up	
	<ul style="list-style-type: none"> • Embed 6-week plan into upcoming lessons--write standards in as you go. • Schedule time for leader to see plan in action. Establish how plan will be assessed. • Consider what support leader can provide in terms of observation or PD. • “For next meeting, please bring: [choose—exit slips, independent work, video, quiz or other major assessments].” 	

PLANNING YOUR ANALYSIS MEETING

1 Praise	Starters
2 Probe	Probing Analysis – Deep Dive On Key Standards
	Opening probe:
	Prompts to add depth or precision to the analysis:
	Model/state the analysis:
3 Action Step	Make Explicit Action Steps – Review Six-Week Plan
4 Follow-up	Schedule Follow-Up

TAKING THE NEXT STEPS—APPLYING TO YOUR OWN SCHOOL:

- What are the steps we will commit to improving our development of teachers?
- What are our next steps to make these happen