

Data-Driven Instruction Worksheet

What are our observations and reflections when we look at our grade-level data?

Which subtest will be our priority for the next month/quarter? *Ex: Reading Comprehension*

<p>Examine the test questions for the subtest (see actual test booklet).</p> <p><i>Example: Holt Midyear, Gr. 8, p. 60-68</i></p>	<p>What is the <i>specific</i> content being tested?</p> <p><i>Example: narrative analysis: theme, setting, conflict, narrator's feelings, etc.</i></p> <p>Determine a focus area.</p> <p><i>Example: Inferential questions relating to relevance of setting, such as, "The narrator finds the setting..."</i></p>	<p>What California State Standard is being addressed through the content (see "<i>From Assessment to Standards Mastery</i>")?</p> <p><i>Example: Literary Response and Analysis 3.4—Analyze the relevance of the setting to the mood, tone, and meaning of the text.</i></p>
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<p>Brainstorm instructional or grouping strategies to help your students master the content addressed in this standard.</p> <div data-bbox="115 344 534 632" style="border: 1px solid black; padding: 5px;"> <p><i>Example: Think aloud modeling, bring up small groups of students during SSR for guided instruction, preplan inferential questions in read aloud, teach Student Onramp Strategy on Making Inferences, analyze setting on TV.</i></p> </div>	<p>Review your brainstormed list. Select <u>two</u> or <u>three</u> strategies that you will implement in your classroom.</p> <div data-bbox="570 306 1011 443" style="border: 1px solid black; padding: 5px;"> <p><i>Example: Think aloud modeling, preplan inferential questions, SOS—Making Inferences</i></p> </div>	<p>What benchmark assessments (formal and informal) will you give to demonstrate that students have mastered the standard?</p> <div data-bbox="1068 321 1471 716" style="border: 1px solid black; padding: 5px;"> <p><i>Example: Weekly or daily short answer responses to classroom read alouds and/or small group reading; monitor students' own think alouds; reading journals; HLLA Chapters 2 and 3, Progress Assessment of Reading; Diagnostic/Summative Assessment—Third-Quarter Test ("The Jacket")</i></p> </div>
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<p>Identify specific lessons in your Teacher’s Edition and Support Materials to support student learning of the standards.</p> <div data-bbox="115 310 537 548" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: TE Chap. 3, p. 150ff on Setting, Strategy Lesson 3: The Power of Place, p. 566</i></p> </div>	<p>What additional training and support do you need to implement your selected strategies?</p> <div data-bbox="570 323 1013 548" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: banked time allotted for GLT discussions, support in finding the reteaching materials in Holt, team/core discussion re: teaching inferences across content areas</i></p> </div>	<p>Goals: In the next month/quarter we will be focus on...</p> <div data-bbox="1068 268 1471 579" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: We will preplan and prepare inferential questions around setting to be infused into our read-alouds and daily literature studies. Students will respond to inferential questions both orally and in writing.</i></p> </div> <p>By _____ (date) we should see...</p> <div data-bbox="1068 953 1471 1381" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example: We should see evidence of students making inferences about setting as demonstrated through their Think Alouds during book discussions and in their reading journals. We should see the percentage of students able to answer inferential questions regarding setting increase by 15 percentage points.</i></p> </div>
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