

GUIDING QUESTIONS

These are suggested guiding questions to be used as you work with LEA staff regarding the assessment results. These questions do not represent an exhaustive list. As you use the Data Analysis Template, the content of your discussion and the appropriate questions will vary depending on your LEA's culture and context.

Suggested Guiding Questions – Research – Finding the Facts

1. What do you notice about the overall scores?
2. What is consistent with your expectations or predictions?
3. How do the grade level mean scale scores compare with the Smarter Balanced threshold scores?
4. Where do the scale scores fall within the levels (ranges)?
5. Which scores look most noticeably different from the population being studied?
6. What differences in scores exist with your subgroups compared to the all-student group?
7. Which claims within the content area are higher performing?
8. Which claims within the content area are weaker performing?
9. Are there any patterns that emerge across grade levels and subgroups, by content area, and/or by claim area?
10. Describe data patterns that you observe.

Guiding Questions – Recall – Remembering What Happened

1. What curriculum did we adopt, have in place last year?
2. What new strategies did we introduce last year?
3. Describe any population shifts/changes that may have occurred last year.
4. Describe any new policies that may have impacted student placement/retention/promotion.
5. What professional learning opportunities were provided to teachers and support staff?
6. What communication activities were undertaken to inform our parents and community about the expectations of the assessment?
7. How did we inform our students of the expectations of the assessment?

8. What opportunities did we provide our students and staff to interact with the assessment tools?
9. What evidence did we collect during the year that is consistent with the evidence required on the assessment?
10. How did we make use of the Interim Assessments and/or Digital Library?

Suggested Guiding Questions – Reflect – Considering the Impact of Practices, Programs, and Policies on the Observed Performance

Consider what might explain these gaps in achievement:

1. What would you consider as the single-most important factor contributing to the apparent successes/needs as indicated by the scores?
2. Looking at a claim area where a large percentage of students is below standard, how did the use of particular instructional strategies support that claim and the associated targets/standards?
3. How might the instructional time allotted to knowledge, skills, and abilities of a particular claim contribute to areas of strength/weakness observed in the data?
4. How did our use of the Interim assessments and/or the Digital Library contribute to the patterns observed in the data?
5. How did our Local Control Accountability support the needs illustrated by the data?
6. How effective were our communication efforts in explaining the assessment expectations to our parents?
7. How were our professional development opportunities aligned with the observed deficits in performance?
8. To what extent were accessibility supports used, in the classroom and during testing, to help students who need more support?
9. How did our current policies, practices, and/or practices contribute to the observed successes and deficits in performance?
10. How did our resources (fiscal and staff) align with the needs exhibited by student performance?

Suggested Guiding Questions – Respond – Determining Possible Next Steps

1. How might we re-structure our professional learning communities and our professional development offering to support the needs illustrated by the data?
2. How do we need to communicate to our parents about the assessment expectations?
3. What curriculum and materials do we have in place to address these areas of strength and areas of need for the coming year?
4. How do we find examples of student work that address the target areas that are performing lower than the overall score?
5. What evidence do we need during classroom instruction to know that my students are making progress toward meeting the targets for each claim?
6. Given the data observed, how might we use the practice performance tasks to illustrate student performance and to guide possible intervention?
7. How might we re-structure our professional learning communities to support the needs illustrated by the data?
8. Consider how you might add, modify, or eliminate policies, programs, and/or practices to respond to the deficits in performance.
9. What stakeholders need to be involved as we move forward with changes in policies, programs, and/or practices.
10. How do we communicate our results and next steps to our students and parents so there is a common understanding?