

## Discussing Evidence Systems Protocol Guide

### Task 1: Prediscussion Work

Teams who are preparing to discuss evidence will honor the intentional planning and preparation that has created this opportunity to reflect on student work and their current level of performance. Often, the data can initially raise more questions than they provide answers for. As such, each team member commits to reviewing their individual and collective team data prior to the meeting in order to be best prepared to share both their *observations* and their *questions* during the team discussion. Note that this prework will be shared as part of a future task.

#### Key Considerations for Observation

- Are there patterns or trends in student performance? For example, did many students do well on certain learning goals or demonstrate difficulty with others?
- How are various students groups performing within your classroom? Is that similar or different to their performance across the grade level?

#### Key Considerations for Questions

- Do our current pacing calendar and units of study support all students reaching proficiency?
- Was there ample opportunity to check for understanding of learning before and during our instructional delivery?
- Why have we been effective with some learners but not as effective with other student groups?

#### I am noticing from our evidence . . .

#### The evidence makes me wonder . . .

### Task 2: Data Organization

You have intentionally prepared this assessment or task in order to discuss more than whether students got the answers right or wrong. Instead, you can see at what level your students are performing and how they are thinking about their learning.

Label the criteria you've established as a team. For example, words like *proficient*, *progressing*, or *beginning* describe the level of learning evidenced from the student work. Depending on the number of learning goals you are examining, your team may not use all rows of the template, or you may need to add more rows.

Then analyze the data. Use highlighters or electronic formatting tools to identify student performance based on the criteria the team determined. Your team can then determine both the percentage and the number of students who demonstrated mastery on each of the learning goals.

Learning Goal	Criteria:		Criteria:		Criteria:	
	Percent	Number	Percent	Number	Percent	Number

### Task 3: Review and Prioritization

Your team has taken time to reflect as individuals on the student evidence as well as collaboratively organize the data in order to highlight patterns and trends regarding how students demonstrated their learning. Look back at the observations and questions you prepared during task 1. Take two minutes as a team to individually review your initial findings and make any additions or modifications as needed. Then complete the following steps.

#### Part A: Organizing Our Thoughts

Using sticky notes, *individually* record up to five observations about your data set. Record *one* observation per sticky note.

*Examples of observation statements:*

- Thirty-seven percent of sixth-grade females were proficient as compared to 54 percent of sixth-grade males.
- Twice the number of students were proficient on learning goal 1 as compared to learning goal 3.
- Twenty-four percent of our Hispanic students are proficient as compared to 67 percent of our white students.

Using sticky notes, *individually* record up to five questions about your data set. Record only one question per sticky note.

*Examples of questions:*

- Why have our female students consistently outperformed our male students?
- What happened with our instruction to cause our African American students to double their proficiency?
- Why was there such a variation in proficiency across our classrooms on learning goal 4?

Cluster similar observations together. Discuss which observations and questions were common. What celebrations do you see? What priorities emerge? Then cluster your questions similarly. Set your question post-it notes aside and focus now on your observation post-it notes.

## Part B: Prioritizing Our Thoughts

Use the “Narrative Statements Template” on page 86 (or visit [go.SolutionTree.com/assessment](http://go.SolutionTree.com/assessment)) to record each of your observations in the middle column. Make one summary statement for each cluster that represents a similar idea.

*Examples of narrative statements:*

- White males had an increase of 11.6 percent in their proficiency as opposed to white females with a gain of 3.5 percent proficiency.
- Students who receive special education services showed 15 percent proficiency on learning goal 3.
- All classrooms showed at least 85 percent proficiency on learning goal 1.

Now that you have listed your observations, discuss—as a team—the collective level of importance you attach to that statement (ask yourselves, “Given our building goals and school culture, how important is it that we respond to this information?”) and the level of satisfaction with each statement (ask yourselves, “Is this a positive observation or something that we want to improve?”), and record them on the “Narrative Statements Template.”

### Task 4: Categorization

Now that your team has given weight to each of the narrative statements, you can see where your points of pride as well as your opportunities for improvement emerge. Sort each statement into one of three categories: *sustain*, *monitor*, or *improve*. Then circle back to your questions and determine your next steps to pursue action on.

Category	Statements
<i>Sustain</i> —These statements represent points of pride that we should celebrate and replicate!	
<i>Monitor</i> —These statements represent something we have worked hard on and, with a tweak or two, could amplify our instruction to achieve even better results.	

<p><i>Improve</i>—These statements represent data that aren't quite where we want them to be just yet. We need to do some things differently in order to interrupt this trend and improve student learning.</p>	
<p>Focus on the improvement areas you identified. How do the questions your team identified earlier align with what emerges as a priority? What additional questions need to be asked? What more information do you need to move forward?</p>	
<p><b>Task 5: Reflection and Transparency</b></p> <p>This final step challenges teams to promote transparency in future collaboration and implementation of effective practices in order to collectively ensure mastery of the essential learning for each student. Teams should discuss and record their responses to the following questions.</p>	
<p>How will we organize our corrective instruction for those students who continue to demonstrate difficulty? Which member or members of the team are best suited to provide that instruction?</p>	
<p>How will we organize our instruction for those students who are ready to advance beyond mastery? Which member or members of the team are best suited to provide that instruction?</p>	
<p>How will we organize our corrective instruction for those students who continue to demonstrate difficulty? Which member or members of the team are best suited to provide that instruction?</p>	

What additional information or resources do we need now as a result of our evidence-based discussion?	
What is our next step as a result of our learning today?	