

Pathways for Critical Question Three

Analyzing Strategies	Reviewing Assessments	Planning Classroom Interventions	Utilizing a System of Supports
What instructional strategies did you use?	Which questions do students most commonly answer wrong?	What DOK level constitutes proficiency? At what DOK level did students perform?	Has this student been identified to receive Tier 2 or Tier 3 support?
Which ones work well? How do you know?	What standards and targets do those questions assess?	What pieces of the content are students missing (specific targets)?	What type of support is this student already receiving within the classroom?
Which ones didn't work well? How do you know?	What vocabulary in the question and answers could trip up your students?	How can you divide students into groups based on need?	What type of support is this student receiving outside the classroom?
How can you make these strategies more successful?	What patterns do you see in the distractors students chose? What common misconceptions can you identify?	How can you provide students with adjustments in the content you provide (lower Lexile materials, pictorial explanations, and so on)?	Does the student need additional Tier 2 or Tier 3 support?
What other strategies should you try?	Which targets need further small-group or whole-class instruction?	How can you provide students with a different process for understanding the material (for example, peer tutoring, cooperative learning, alternate readings, online activities, and so on)?	What next steps must you take to ensure this student is receiving all the support he or she needs?
	How can the classroom intervention pathway assist your team in making intervention plans?	Can students create a different kind of product to demonstrate their proficiency on this target?	
		How can you break down the material so students can experience success with the target?	