

Figure 7.7: Vertical and Singleton Team Protocol for Analyzing Assessment Results

Preparation for the meeting: Members should come prepared with their students' results organized by proficiency level; for example, they can put the results into categories such as advanced, met proficiency, and not yet met proficiency. There should be a document camera or other means by which students can see the information, including student work whenever possible.

Note: This protocol is based on a sixty-minute collaboration with three members rotating. Times can be adjusted based on the number of members and the total amount of time available. During each rotation, one teacher will be the presenting teacher, and the others will take a consulting role.

For each rotation:

1. Set the Stage (*no more than two minutes*)

The presenting teacher shows the assessment item (using a document camera or providing samples to each member) and describes the focus of the assessment (the standard and specific learning target being assessed).

Note: Questions from the remaining team members are limited to getting information about how students completed the assessment.

2. Ask, "What?" (*approximately three minutes*)

The presenting teacher discusses their observations of the results (such as the general success rate, strengths or surprises, and common errors and misconceptions) and asks members for other observations.

Note: Examples should be shared by using the document camera or distributing representative student work to the teachers.

3. Ask, "So What?" (*approximately two minutes*)

Members share what they noticed or learned by looking at the students' responses and the assessment items, pacing, and so on. They can ask questions about and discuss the strategies used to achieve the results. (What worked?)

4. Ask, "Now What?" (*approximately six to eight minutes*)

All teachers discuss potential strategies that they could use to reteach the skill or concept to struggling students *or*, if implied by the data, to re-engage the whole class in order to reinforce the skill or concept. The presenting teacher shares final thoughts about the strategies they will be using and any changes to the assessment item or curriculum that would be appropriate for next time.

Repeat the process for each presenting teacher.

5. Ask, "What Have We Learned?" (*last five minutes*)

The team can discuss common patterns observed across all the members' results. If they have a shared focus, the teachers can discuss implications for their practices or future actions as a team.