

Figure 2.10: Results Data Analysis

Directions: Use this form as a complement to your team's Anticipatory Data-Analysis Form after your team has assessed essential standards or targets. Use it to evaluate the impact of instructional strategies, respond to lingering student needs, and further mitigate demonstrated misconceptions or areas of confusion for students.

Essential Standards or Targets

Standard: RL.3.2

Targets:

- Recount stories, including fables, folktales, and myths.
- Determine the central message, lesson, or moral.
- Explain how the central message, lesson, or moral is conveyed through key details in the text.

What result can we infer from the assessment data?	What instructional decisions do we believe led to this result?	What next step does this data compel us to take as a team?
Twelve of ninety-four students summarized instead of finding the central message. Eleven of these students also were not proficient on the recount item.	Students were successful in finding the central message in simple stories but did not do this independently with more complex stories.	We will use grade-level text to recount and find the central message in small groups (a similar process to simple stories).
What result can we infer from the assessment data?	What instructional decisions do we believe led to this result?	What next step does this data compel us to take as a team?
Three students chose answer A (incorrect central message). Zero students chose answer D (incorrect central message).	Starting with simple stories worked, with most students able to find the central message.	We will meet individually with the three students who chose the incorrect central message to see their thinking and clear up misconceptions.
Of the seventy-nine students who identified the correct central message, only thirty-two were able to provide key details supporting the central message. Most of these students are from Sonia's class.	We definitely emphasized finding the central message and what makes a key detail, but we didn't emphasize the connection between key details and the central message enough. Sonia used a sentence frame with her students to explicitly connect them.	We will use Sonia's sentence frame with students who show this need, pulling them into small groups. "When _____ does _____ to _____, it tells me _____."

Source for standard: NGA & CCSSO, 2010a.