

Figure 6.1: Decision Depot Example Entries

Directions: As your team gathers and analyzes data throughout a unit of instruction, document your team's decisions—informed by the most updated data—when your team comes to a consensus. This is an iterative process of improving instruction for all learners. Start: What will we start doing next time students learn this? What proved to be effective when providing extra time and support that we should use proactively next time? Stop: What will we stop doing next time students learn this? What proved not to be effective or impactful? Keep: What will we keep doing because it proved to be effective and impactful? Improve: What will we keep doing, but with some changes? What will be effective and impactful after some minor tweaks?			
Data or Information Leading to the Decision	Decision (Start, Stop, Keep, or Improve)	Notes and Reasoning	Next Action
Students seemed to enjoy the scavenger hunt activity, but most students did not improve from the CFA to the end-of-unit assessment for 1.OA.A.1 (one week between).	Improve	Even though students were engaged and seemed successful during the scavenger hunt, because the students were in groups, the activity did not show which students are still struggling.	Next time, use the scavenger hunt, but be intentional about grouping students by need so that the teacher can provide support and check in. Also, consider an exit slip for students to complete independently as an additional formative assessment at the end of the scavenger hunt.
Students enjoyed writing their own word problems using holiday themes right before winter break.	Stop	This is not part of 1.OA.A.2.	Do not use for initial instruction of 1.OA.A.2. Consider an extension activity after students have demonstrated proficiency.

Source for standard: NGA & CCSSO, 2010b.