

DATA-DRIVEN INSTRUCTION TRACKER

| <p>STANDARD: <i>What standard is this work aligned to?</i></p> | <p><i>Looking at the standard, what should students know or do to show mastery?</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e1eef6;"> <th style="width: 50%; text-align: center;">KNOW</th> <th style="width: 50%; text-align: center;">SHOW</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> </tbody> </table> | KNOW | SHOW | | | | | | |
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| KNOW | SHOW | | | | | | | | |
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| <p>ASSESSMENT QUESTION: <i>List the assessment question that is being analyzed.</i></p> | | | | | | | | | |
| <p>EXEMPLAR RESPONSE: <i>What is the exemplar response to the assessment question?</i></p> | <p><i>Looking at the exemplar response, what evidence is there for the “know” and “show” of the standard?</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e1eef6;"> <th style="width: 50%; text-align: center;">Evidence for the “KNOW” in exemplar</th> <th style="width: 50%; text-align: center;">Evidence for the “SHOW” in exemplar</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td><td style="height: 20px;"> </td></tr> </tbody> </table> | Evidence for the “KNOW” in exemplar | Evidence for the “SHOW” in exemplar | | | | | | |
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| <p>DATA COLLECTION: <i>% of students who mastered standard/skill:</i></p> | | | | | | | | | |
| <p>DATA ANALYSIS: <i>Gaps between what’s expected (exemplar) and what students did:</i></p> <ul style="list-style-type: none"> ● Low-performing students: ● Middle-performing students: ● High-performing students: | <p><i>What overall trends do you see in the subgroups of your student population (ELD, SPED, etc.)?</i></p> | | | | | | | | |
| <p>DETERMINING RETEACH CONTENT/ SKILLS:</p> <p>What content needs to be retaught?</p> <ul style="list-style-type: none"> ● <i>Consider the critical content students must master to move into the next unit successfully.</i> ● <i>OR consider the critical content that, if understood, students would most improve their overall understanding of the unit.</i> <p>What skills need to be retaught?</p> <ul style="list-style-type: none"> ● <i>Consider the critical skills students must master to successfully move into the next unit.</i> ● <i>OR consider the critical skills that, if understood, students would most improve their overall understanding of the unit.</i> | <p>DETERMINING RETEACH METHOD:</p> <ul style="list-style-type: none"> ● WHOLE CLASS: What are the key questions that all students missed that could be projected on the board for the class to discuss and students to work through in groups? ● SMALL GROUPS: How can I arrange microgroupings where students who need similar feedback can work together on new practice problems? ● INDIVIDUAL WORK: What content/ skills can I source out to online platforms like Khan Academy or Kahoot for individualized reteach lessons? ● LEVERAGE SUPPORT: What students can I leverage as tutors to help me during the reteach? Specifically, students who did well with the exam AND have the socioemotional competencies to lead other students? | | | | | | | | |