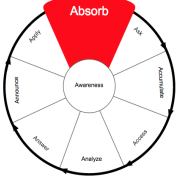
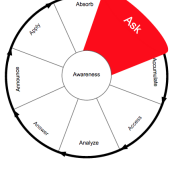
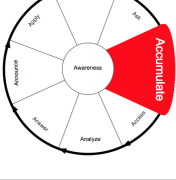
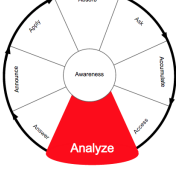
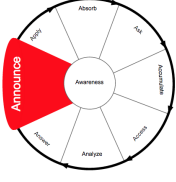


A+ INQUIRY

Example for Elementary Teachers

Set Reading Goals with Students and Communicate Progress to Parents During Conferences

ABSORB 	Mr. Gonzalez is a fifth grade teacher. During October 2014, he is preparing to set a goal in the area of Reading with a student named Stuart. He is also preparing to discuss Stuart's reading achievement and goals with Stuart's parents at parent teacher conferences in the upcoming weeks. Stuart recently completed the fall 2014 NWEA MAP reading assessment and will take the assessment again during spring 2015. Stuart also completed the fall 2013, winter 2014, and spring 2014 NWEA MAP reading assessments last school year. During the goal setting meeting with Stuart and the parent teacher conference with his parents, Mr. Gonzalez would like to discuss the extent to which Stuart's reading achievement grew from fall to spring during the previous year, how his score compares to district and national scores, the goal areas that represent his highest and lowest levels of achievement in the subject of Reading, and his lexile reading level; however, he does not currently know enough details about Stuart's reading achievement to have meaningful, relevant conversations with him or his parents.
ASK 	Mr. Gonzalez begins the process of learning more about Stuart's reading achievement by asking the following questions: *How does Stuart's fall 2014 RIT compare to the national norm grade level mean RIT? *How does Stuart's fall 2014 score compare to the district grade level mean RIT? *How does Stuart's fall 2014 RIT score compare to his spring 2014 RIT score? *How does Stuart's actual fall 2013 to spring 2014 RIT score growth compare to his projected fall 2013 to spring 2014 RIT score growth? *How does Stuart's spring 2014 percentile compare to his fall 2014 percentile? *What is Stuart's projected RIT score for spring 2015? How many RIT points is Stuart expected to grow between fall 2014 and spring 2015? *How well did Stuart perform on the fall 2014 assessment in each of the reading goal areas? What is Stuart's lexile level?
ACCUMULATE 	Mr. Gonzalez determines that NWEA MAP reading data accumulated during fall 2013, spring 2014, and fall 2014 could help answer his questions.
ACCESS 	Mr. Gonzalez accesses the fall 2013, spring 2014, and fall 2014 data he needs by logging into his NWEA account through the NWEA website. He navigates to the "Web-Based Reports" section of the website and runs the "Student Progress Report." He specifically needs to access the following data: *Stuart's fall 2014 RIT; *Most recent national norm grade level mean RIT; *Fall 2014 district grade level mean RIT; *Stuart's spring 2014 RIT; *Stuart's spring 2014 percentile; *Stuart's fall 2014 percentile; *Stuart's fall 2014 percentile category by goal area; *Stuart's spring 2015 projected RIT score; *Stuart's lexile range.
ANALYZE 	Mr. Gonzalez goes to the "Reading" section of the "Student Progress Report." He analyzes data by looking at the fall 2014 columns to compare Stuart's RIT score to the national and district grade level means, looking at the fall 2013 and spring 2014 rows in the table to compare RIT scores achieved during each term and compare the projected and actual fall 2013 to spring 2014 RIT growth, looking at the spring 2015 RIT projection column to determine the spring 2015 projected score and projected growth from fall 2014 to spring 2015, looking at the goal performance descriptors to determine performance in each goal area, and looking at the lexile range to determine lexile level.

ANSWER 	Mr. Gonzalez revisits the questions posed in the “Ask” stage. He determines that Stuart’s fall 2014 score is lower than the national grade level norm, lower than the district grade level mean, lower than his spring 2014 score. His actual fall 2013 to spring 2014 growth was higher than his projected fall 2013 to spring 2014 growth. His fall 2014 percentile was lower than his spring 2014 percentile. He performed at a Low Average level in the Literature goal area, an Average level in the Vocabulary Acquisition and Use goal area, and a Low Average level in the Informational Text goal area. His Reading RIT score is projected to grow 5 points between fall 2014 and spring 2015. His spring 2015 RIT score is projected to be 207. His Lexile range is between 537-687.
ANNOUNCE 	Mr. Gonzalez announces the answers to himself, Stuart, and Stuart’s parents. He announces the answers to himself through a process of self-reflection. He determines that, when appropriate, he will assign appropriately leveled articles to Stuart for reading assignments and will group Stuart with other students achieving at similar levels during relevant lessons. Mr. Gonzalez announces the answers to his questions about Stuart’s reading achievement to Stuart during a teacher/student goal setting meeting. He retrieves the “Student Progress Report” and “Student Goal Setting Worksheet” from NWEA Web-based reporting to use as visual aids when communicating the answers to Stuart. He uses the progress report to tell Stuart that he is performing slightly lower than the average of other 5th grade students in the nation and the district; his score grew more than it was expected to grow from fall 2013 to spring 2014, but his fall 2014 score is lower than it was in spring 2014; he is scoring lower than more students in this nation this fall than he did last spring; he is projected to grow 5 points by the following spring; and he is performing at a low-average level in literature, an average level in vocabulary acquisition and use, and a low-average level in informational text. Mr. Gonzalez and Stuart use the goal setting worksheet to set a goal for Stuart to grow 5 points by spring 2015 and set an action plan for Stuart to read one appropriately leveled article per week based on his lexile range. The articles could be accessed through tweentribune.com, newsela.com, dogonews.com, or another similar website. Mr. Gonzalez and Stuart agree to measure progress toward Stuart’s goal following subsequent MAP assessments completed during the winter and spring terms. A couple weeks following the goal setting meeting, Mr. Gonzalez announces the answers to Stuart’s parents during parent/teacher conferences. He uses the progress report and goal setting worksheet to facilitate conversation about Stuart’s reading achievement, goal, and action plan. He provides Stuart’s parents with links to the websites where appropriately leveled articles can be retrieved online and encourages Stuart’s parents to support his goal and action plan to read one online article per week at home.
APPLY 	Mr. Gonzalez assigns appropriately leveled articles to Stuart and groups Stuart with other students achieving at similar levels during relevant lessons. Stuart reads one appropriately leveled article per week at home based on his lexile level. Stuart’s parents encourage him to implement his action plan at home and help him access appropriately leveled articles online. Mr. Gonzalez periodically checks-in with Stuart and his parents to determine if adjustments need to be made and/or if progress is occurring.
AWARENESS 	Mr. Gonzalez demonstrates awareness throughout, ensuring the right context is absorbed, the right questions are asked, the right data are accumulated, accessed, and analyzed, the right answers are derived, the right announcements are communicated, and the right applications are made.

A+ Inquiry framework adapted from “Disciplined inquiry: Using the A+ Inquiry framework as a tool for eliminating data hoarding, mindless decision-making, and other barriers to effective ESA programming,” by N. C. Anderson, M. R. Brockel, and T. E. Kana, 2014, *Perspectives: A Journal of Research and Opinion About Educational Service Agencies*, 20(3).