

Collaborative Team REFLECTION FORM – Analysis of Student Data



Learning Target: We can use multiple sources of assessment information to assess progress, “re-set” goals with students, and plan personalized instruction.

Reflection requires taking time and creating space...and may result in reorienting beliefs and actions.

Facilitator _____ Recorder _____ Members _____ Date _____

Reminder of norms.	Notes:
1. Question – which assessment data? (1 min each) <i>Briefly share the assessment data you brought for analysis (PALS, DIBELS, NWEA MAP, Writing, Math)</i>	
2. Purpose - discuss (5 minutes) <i>(for each assessment) Why do we use this assessment? How might we more effectively use the data?</i>	
3. Proficiency and Progress – discuss (10 minutes) <i>In what areas are students proficient? In what areas are students falling short of proficiency? In what area have students demonstrated the most progress (growth) since fall assessments? In what area have students demonstrated the least progress (growth) since fall assessments?</i>	
4. Strengths & Areas for focus - discuss (10 min each) <i>What strengths are indicated by student performance? What might be potential areas for focused instruction, intervention, innovation, or further inquiry?</i>	
5. Feedback for learning & Engaging Students (10 minutes) <i>What are our next steps? What feedback will we provide students?</i> <i>How can we engage our students in this process of closely examining assessment data, self-assessing, and setting goals?</i>	