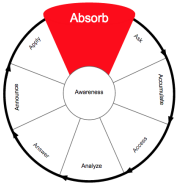

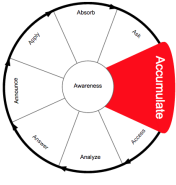

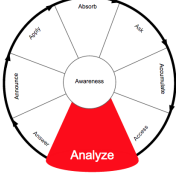






A+ INQUIRY

Example for Elementary Teachers

Group Students for Differentiated Instruction Based on Math Performance

ABSORB 	During October 2014, 3rd grade teacher, Mrs. Smith, is planning to teach a math unit on numbers and operations, specifically focused in the area of fractions. Her students completed Northwest Evaluation Association (NWEA) standardized testing in the subject during the final week of September. Mrs. Smith acknowledges the importance of differentiating instruction when delivering the lesson; however, she does not know how to group her students
ASK 	Mrs. Smith asks the following question: “How should I group my students for differentiated instruction during the unit focused on numbers and operations (fractions) based on Fall 2014 MAP performance?”
ACCUMULATE 	Mrs. Smith determines that the fall NWEA math data accumulated during September 2014 could be analyzed to help answer her question.
ACCESS 	Mrs. Smith accesses the fall 2014 data she needs by logging into her NWEA account through the NWEA website. She navigates to the “Web-Based Reports” section of the website and runs the “Class Breakdown Report.”
ANALYZE 	Mrs. Smith analyzes the data by scrolling to the “Numbers and Operations” row where she identifies students categorized in RIT ranges representing each student’s performance in that area.
ANSWER 	Mrs. Smith revisits the question presented in the “Ask” stage. She answers the question by listing students in four separate groups based on their “Numbers and Operations” RIT score.
ANNOUNCE 	Mrs. Smith navigates through the “Learning Continuum” instructional ladders available through the NWEA website to facilitate reflection on which skills in the area of “Numbers and Operations - Fractions” should be reinforced, developed, and introduced by RIT range. She determines which lessons should be taught and informs each student which group he or she will join during the lesson.

<p>APPLY</p> 	<p>Mrs. Smith differentiates applicable instruction in the area of “Numbers and Operations - Fractions” to each group.</p>
<p>AWARENESS</p> 	<p>Mrs. Smith 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.</p>

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).