Figure C10.2 Case 10—Data Form

WEEK 1 Hillary, Grade 5, Feb. 17
Step 1: Collect and Review Data (attach related charts, tables, graphs to this form):

Data Sources	Advanced and Proficient	Partially Proficient	Unsatisfactory
Computation ALEKS	16/24 (67%)	6/24 (25%)	2/24 (8%)
Gains from six weeks ago	+21% pts	–8% pts	–13% pts
Constr Resp (benchmark)	3/24 (13%)	13/24 (54%)	8/24 (33%)
Constr Resp (class assessment)	5/24 (21%)	16/24 (67%)	3/24 (12%)

Step 2: Analyze and Explain Data

Analyze: Record factual statements about the data. What patterns of similarity and difference do you see in the data? What areas of strength and need are evident to you?

All students made an attempt to respond/no constructed responses were left blank.

Eight partially proficient and four unsatisfactory responses showed incorrect mathematics in one or both parts of the problem.

Four partially proficient responses did not complete both parts of the problem.

Six partially proficient and six unsatisfactory responses showed difficulty with technical aspects of their writing (sentence completion, sentence clarity).

All unsatisfactory responses were from either special education or ELL students.

All proficient responses explained each step/process they used to arrive at correct answers.

Explain: How do you explain these patterns, strengths, and needs in student performance? What other data sources do you need to support your explanation? Explain what students need in order to achieve proficiency based on these data.

Incorrect Math

- Some added numbers that were not relevant to the question being asked.
- It appears that students are not using checking strategies independently, although they use them when prompted during class work.

Writing

- We practice writing sentences and paragraphs, but not in relation to math processes.
- We don't orally explain our math processes enough before writing.
- I don't usually model this process with multi-part math questions.

Reading

- We are not doing enough math problems that involve two to three sequenced steps/questions.
- The ELL teacher said she doesn't usually work on math language and writing.

(Continued)

Figure C10.2 Case 10—Data Form (Continued)

WEEK 2

Step 3: Set Goals

Set Goal for Target Students/Group: DRAFT of proposed goal, to be discussed in Week 2

The percent of my heterogeneous math class (group) scoring proficient (proficiency level) on math const response questions (skill) will increase from 21% to 54% as measured by a grade-level math const response assessment (assessment) administered on March 28 (date).

Step 4: Plan Instructional Strategies Essential Learning Objectives	Frequency Specific Action Step

Step 5: Reassess for Results (attach related charts, tables, graphs to this form):

Data Sources	**Advanced & Proficient**	**Partially Proficient**	**Unsatisfactory**