

# DATA-DRIVEN ANALYSIS FEEDBACK CHEAT SHEET

	Aspect	Constructive Feedback <i>("The top piece of feedback I can give you is to...")</i>
	Tone/ Demeanor	<ul style="list-style-type: none"> <li>Keep your tone neutral, calm and positive while analyzing the data</li> <li>Affirm the teacher's contributions to the analysis</li> <li>Give wait time for teacher to be able to do his/her own analysis</li> </ul>
PRAISE	Praise	<ul style="list-style-type: none"> <li>Highlight a clear accomplishment for the teacher:                             <ul style="list-style-type: none"> <li>"I reviewed your data and analysis carefully. Congratulations on the improvement on _____ [quantitative data on specific standards/students] from last time!"</li> </ul> </li> <li>Ask the question: "What are you most proud of?" or "What made your instruction successful?" to get the teacher to reflect on what they did that led to success.</li> </ul>
	Opening Probe	<ul style="list-style-type: none"> <li>Narrow the focus to the standards that warrant deeper analysis or action planning:                             <ul style="list-style-type: none"> <li>"Let's dive in by looking at..." to focus discussion on the standards whose action plan or analysis need the most emphasis.</li> </ul> </li> <li>Skip directly to action planning if the teacher has already submitted a strong analysis for any given standard.</li> </ul>
	Add Depth or Precision	<ul style="list-style-type: none"> <li>Start from the ideal student answer:                             <ul style="list-style-type: none"> <li>"What do you want students to be doing when they answer a question like this? What is the gap between those actions and what they did on the assessment?"</li> <li>"What did the students need to be able to do to get that question right? How was this more than what they are able to do with you in class?"</li> </ul> </li> <li>Deep dive on the assessment item and patterns that emerge:                             <ul style="list-style-type: none"> <li>"Let's look at question _____. Did all students choose the same wrong answer?"</li> <li>"Compare results on question number ___ to question _____. What caused their results to be so different on these two questions?"</li> <li>"Let's look at questions #_ and _____. What pattern do you see in errors students made?"</li> </ul> </li> <li>Analyze student written answer from a sample of H/M/L students:                             <ul style="list-style-type: none"> <li>For open-ended analysis: "What was the gap between your strongest writers and the ideal response? What was the gap between H/M/L performing students?"</li> </ul> </li> </ul>
PROBE ON ANALYSIS	Model it/ State it	<ul style="list-style-type: none"> <li>Model/state the analysis if the teacher continues not to get it:                             <ul style="list-style-type: none"> <li>"When I looked at the data, one of the trends I noticed was _____, which was evident in questions number __, __, and ____."</li> <li>"I think there may be something else happening. Let's look together at question ____."</li> <li>"We should/need to focus on..."</li> </ul> </li> </ul>
	Plan Your Actions:	<ul style="list-style-type: none"> <li>Start by naming the student actions that you need to teach:                             <ul style="list-style-type: none"> <li>"What should students do when they hit this struggle the next time?"</li> </ul> </li> <li>Add details to a vague action plan on the standards that matter most:                             <ul style="list-style-type: none"> <li>"Let's talk through what a re-teach lesson on _____ might look like. What will be different about your approach?"</li> <li>"What does that look like (that worksheet / re-teaching lesson)?"</li> <li>"Will this plan fully reteach [the missed concept/skill]?" if the teacher's action step feels incomplete. "What else is missing?"</li> </ul> </li> <li>Tell them what to do (when teacher doesn't have good plans):                             <ul style="list-style-type: none"> <li>Plan out in advance pre-planned action steps to be able to give to teacher if he/she cannot generate them on their own</li> </ul> </li> <li>Add ongoing assessment and/or check for understanding:                             <ul style="list-style-type: none"> <li>"How will you check for understanding and assess mastery?"</li> </ul> </li> </ul>
PLAN YOUR ACTIONS		

## FOUR STEPS FOR DATA-DRIVEN ANALYSIS MEETINGS: Leading Effective Meetings around Interim Assessment Results

Prep Work:	LEADER SHOULD BRING:	TEACHER SHOULD BRING:
	<ul style="list-style-type: none"> <li>Teacher's Six-Week Analysis &amp; Action Plan</li> <li>Copies of Interim Assessment and Results</li> <li>Pre-planned question script for meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Six-Week Analysis &amp; Action Plan</li> <li>Copies of Interim Assessment and Results with key Qs highlighted</li> </ul>
<b>1</b>	<b>Starters</b>	
<b>Praise</b>	<ul style="list-style-type: none"> <li>"Congratulations on the improvement on ____ from last time!"</li> <li>"What are you most proud of?" or "What were the highlights-what made you successful?"</li> </ul>	
	<b>Probing Analysis – Deep Dive On Key Standards</b>	
	<p><i>Teacher submits analysis/action plan &amp; student work samples prior to meeting; leader checks for alignment with own analysis. If analysis is strong, focus on the action steps. If not, probe on what was limited.</i></p> <p><b>Opening probe:</b></p> <ul style="list-style-type: none"> <li>"Let's dive in and look at __" [prioritize standard that needs better analysis or action plan]</li> </ul> <p><b>Start from the end goal &amp; look at the gap:</b></p> <ul style="list-style-type: none"> <li>"What do you want students to be doing when they answer a question like this?"</li> <li>"If they got this right and you asked 'how do you know?' what do you want them to say?"</li> <li>"What is the gap between those actions and what they did on the assessment?"</li> <li>"What did the students need to be able to do to get that question right? How was this more than what they are able to do with you in class?"</li> </ul> <p><b>Analyze the error:</b></p> <ul style="list-style-type: none"> <li>"Let's look at question _____. Did all students choose the same wrong answer?"</li> <li>"Compare results on question number ____ to question _____. What cause their results to be so different on these two questions?"</li> <li>"Let's look at questions #_ and _____. What pattern do you see in the error students made?"</li> <li>OPEN-ENDED ANALYSIS: "What was the gap between your strongest writers and the ideal response? What was the gap between high/medium/low performing students?"</li> </ul> <p><b>(If teacher still struggles) Model/state the analysis:</b></p> <ul style="list-style-type: none"> <li>"One of the trends I noticed was _____, which was addressed by question numbers _____, and _____. How does that impact student learning?"</li> <li>"We should/need to focus on..."</li> </ul>	
	<b>Make Explicit Action Steps – Review Six-Week Plan</b>	
<b>3</b>	<p><b>Plan Your Re-Teaching:</b></p> <ul style="list-style-type: none"> <li>"What should students do when they hit this struggle the next time? What strategy do you want them to use?"</li> <li>"Let's talk through what a re-teach lesson on _____ might look like. What will be different about your approach to teaching_____?" "What does that look like (worksheet /activity)?"</li> <li>"How will you check for understanding/assess mastery of your re-teaching?"</li> </ul> <p><b>Practice &amp; Incorporate into Action Plan:</b></p> <ul style="list-style-type: none"> <li>"Let's practice the teaching. I'll be the students making the errors from this assessment."</li> <li>"Let's write down these new action steps and add them to your plan." [Put priority standards in the first few weeks of the action plan]</li> </ul>	
<b>4</b>	<b>Schedule Follow-Up</b>	
<b>Follow-up</b>	<ul style="list-style-type: none"> <li>Embed 6-week plan into upcoming lessons. Check off standards on plan as you go.</li> <li>Schedule observation to see plan in action. Establish how plan will be assessed.</li> <li>"For next meeting, please bring: [choose—exit slips, independent work, video, quiz or other major assessments]."</li> </ul>	
<b>Repeat steps 1-4 for major standards missed</b>		