

Benchmark Report Data Analysis

Individual Reflection and Table Discussion Protocol

Use the **Benchmark Report** and **Achievement Level Descriptor (ALD) Map** for your grade and subject as you reflect on the questions below. When everyone in your table group has completed an individual reflection, share your responses and discuss with the group.

1. What bright spots do you see in your school or district's benchmark data overall?

2. What surprises you about your benchmark data? Are there any emerging themes?

3. Choose three benchmarks that your school received a blue or green circle on. These symbols indicate performance similar to, or greater than the "Meets" achievement level. Write each benchmark statement below:
 - 1) _____
 - 2) _____
 - 3) _____

Reflect on your own (or observed) classroom instruction of the benchmarks identified in Question 3 to answer Questions 4-7:

4. In what ways are educators clarifying learning goals within a broader progression of learning related specifically to the benchmarks identified above? How are these learning goals communicated to students?

5. How are educators eliciting *and* analyzing evidence of student learning of the benchmarks identified in question 3?

6. Refer to the **ALD Map** for your grade and subject. Read the CCR Anchor Standard Skills (Reading only) or Strand Skills (Math and Science) that outline the achievement levels for each identified benchmark.

**Note: For Reading, the last digit of the Benchmark code from the Benchmark Report should match the Standard number listed in the ALD. Ex: Reading Benchmark 3.1.8.8 matches standard 8 on the Grade 3 Reading ALD Map.*

Does the evidence of student learning you identified in question 5 elicit the skills outlined in the “Exceeds” and “Meets” level for this benchmark? Answer for all three identified benchmarks.

7. In what ways are educators and students using evidence from this benchmark in the classroom to move learning forward by adjusting learning strategies, goals, or next instructional steps?

8. Choose three benchmarks that your school received a “red,” circle on. This indicates school or district performance is less than the “Meets” achievement level. Write these benchmarks below.

- 1) _____
- 2) _____
- 3) _____

Reflect on your own (or observed) classroom instruction of the benchmarks identified in Question 8 to answer questions 9-12:

9. In what ways are educators clarifying learning goals within a broader progression of learning related to the benchmarks identified in question 8? How are these learning goals communicated to students?

10. How are educators eliciting *and* analyzing evidence of student thinking in relation to the benchmarks from question 8?

11. Refer to the ***ALD Map***. Read the CCR Anchor Standard Skills (Reading only) or Strand Skills (math and science) that outline the achievement levels for each benchmark from question 8.

Does the evidence of student learning you identified in question 10 match the skills outlined in the “Exceeds” and “Meets” level for this benchmark? Answer for all three identified benchmarks.

12. In what ways are educators and students using evidence from this benchmark in the classroom to move learning forward by adjusting learning strategies, goals, or next instructional steps?

13. While reflecting on the questions above, is there information you feel is missing to fully understand student understanding of a certain benchmark?

14. What additional data do you have that you can reference as you are reflecting on instruction related to these benchmarks?