**CBA/Common Assessment Analysis Protocol**

Name(s): Subject / Assessment: Date:

This protocol is designed to assist PLCs in the process of analyzing assessment results from district curriculum-based assessments (CBAs) and campus common assessments. This document is designed to generate fruitful discussion within PLCs, and should not be viewed simply as form to complete or a compliance task. Groups may consider using the document as a guide for individual teacher reflection prior to meeting with the PLC.

1. Use Aware to generate a ***SE Performance by Tested Subject and Teacher*** report for your campus (select from the drop-down window at the top).

Identify one to three SEs that appeared to be strengths for your students overall. Celebrate and reflect on the teaching and learning that took place to achieve these results. Identify the structures, strategies and tasks that helped students to master these SEs and consider any changes you may make to continue to improve next year.

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| **Strength SE** | **Percent correct** | **What structures, strategies, and student tasks were successful**  **in leading students to mastery?** | **What will you consider doing the next time these SEs are taught**  **to further improve mastery?** |
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2. Identify one to three SEs that represent concerns about student learning. Reflect on the teaching and learning that took place to achieve these results. Identify the structures, strategies and tasks that may not have been successful in helping students learn these SEs, what you will do now to ensure students have mastered these SEs, and consider any changes you may make to improve learning in the future.

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| **Concern**  **SE** | **Percent correct** | **What structures, strategies, and student tasks were utilized,**  **but were not successful in achieving student mastery?** | **What interventions, reteach, or remediation will you provide now to ensure that all students will master these standards?** | **What will you do differently the next time these SEs are taught to further improve mastery?** |
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3. Consider differences in SE performance by teacher. Did some teachers’ students have higher levels of performance than other teachers’ on certain SEs? If so, identify these SEs, discuss why performance differences may exist, and identify strategies that your team may use to improve overall student performance on these SEs.

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| **SE(s) varying between teachers** | **Possible reasons for performance variation between teachers** | **Ways you will use this information to improve learning in the future** |
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4. Use Aware to run the ***SE Performance by Subgroup*** report at the campus level (select from the dropdown window).

Identify any special groups of students (e.g. special education, ELL, gifted/talented) that may have had markedly unexpected lower or higher performance than the overall group, based on percentage of students meeting the satisfactory standard and performance by SE.

Record your findings and identify possible strategies to reteach or remediate under-performing student groups.

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| **Group Identified for Assistance** | **Concern SEs** | **Strategies for reteaching and remediation on the SEs of concern for the student subgroup** |
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5. Run the ***Student Scores*** report and drill down to the student level if necessary. Review the overall performance for each student (i.e. percentage correct). Based on test performance and other information available (e.g. other assessments, grades, attendance, conferences, small group instruction), identify any students for whom you may have special concern and describe what you may do to provide individual encouragement and assistance to these students. Assistance may include mentoring, RtI tiered interventions, accommodations for instruction and state and local assessments, use of SIOP strategies, Read180, etc. Contact appropriate content and program coordinators for additional strategies.

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| **Student Name** | **Reason for concern** | **Individual assistance you will provide** |
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6. Use Aware to generate a ***Student Individual Responses by Course by Teacher*** report for your campus. Identify up to 5 assessment items that were most difficult for students and review the prompts and answer choices for each. Complete the chart for these items, focusing on the question’s relationship with the content, context and cognitive rigor of the associated SE, and components of the question that presented challenges to students.

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| **Item Number** | **SE Addressed** | **Percent correct** | **What students must know and be able to do to answer the question** | **Aspects of the question making it difficult for students to answer correctly** |
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7. Using the same ***Student Individual Responses*** report, review the distribution of answer choices for the frequently-missed items you identified above.

1. Did any items have especially strong distractors (i.e. large percentages of students selected one incorrect answer choice)? If so, discuss what may have made that answer choice attractive to students.
2. Were there any items in which the answer choices indicated a high degree of guessing (i.e. all incorrect answer choices were selected at relatively high and equal frequencies)? What does high frequency of guessing indicate about these items?

8. Now consider how the content and skills assessed by these frequently-missed items were addressed during instruction. Describe any possible gaps that may have existed between instruction and the requirements of the assessment items, and how these gaps will be addressed in the future by your team.

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| **Item Number** | **SE Addressed** | **Possible gaps between instruction and item requirements** | **Ways in which potential gaps will be addressed in the future** |
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