Use of Benchmark Level Data to Guide Instruction
Protocol for Guiding Structured Teacher Planning Time

Structured Teacher Planning Time: Assess, Analyze, Act
- **Review common assessment data**
- **Analyze results**
- **Share successful practice**
- **Identify students' needs**
- **Plan academic focus or interventions**

I. **Assess**
   A. Administer assessment
      1. Baseline Benchmark Assessment
      2. Interim Assessment tests
      3. School-wide assessments from Benchmark Assessment Item Bank
   B. Print reports
      1. School-wide
         a. Performance Band Report by school
         b. Class List Report by school
         c. Class List Performance Level Report by school
         d. Report Builder by Educational Program
         e. Report Builder by Custom Group
      2. Teacher
         a. Performance Band Report by classroom
         b. Class List Report by classroom
         c. Item Analysis Report by section
         d. Item Analysis Report by standard
         e. Item Analysis Report by question group
         f. Item Response Report
      3. Parent/Student
         a. Individual Student Performance Report

II. **Analyze**
   A. Common planning time with administrative team for school-wide analysis
      1. Examine summary reports for each subject area/grade level
         a. Identify trends in strand performance
         b. Drill down to benchmark-level data to identify school-wide benchmarks to be targeted
      2. Examine class list reports to identify classrooms for exploring effective strategies
   B. Common planning time for each grade level/content areas for classroom analysis
      1. Assemble materials for review:
         a. Summary of school-wide findings
         b. Set of their own classroom reports for each teacher
         c. Copies of test
         d. Copies of form: Unwrapping the Benchmark - Learning Target

2. Present findings of school-wide analysis
    a. Comparison of strand performance
    b. Identify problematic benchmarks
3. Examine classroom Performance Band Reports
    a. Identify commonalities/differences with school-wide results
    b. Teachers compare results across their own classes, identify trends
4. Examine Item Analysis Report
    a. Identify items on which students were proficient/deficient
    b. Select representative problematic benchmark
    c. Conduct distractor analysis
        i. Examine incorrect responses
        ii. Evaluate reasoning that may have led to selection of incorrect responses

C. Unwrap problematic benchmark(s)
1. Define mastery: What do students need to know and be able to do?
2. Identify prerequisite skills
3. Identify vocabulary words
4. Differentiate learning experiences for diverse learners

III. **Act**

A. Target areas of instruction
1. Identify strategies that are working effectively and those that must be changed, modified, or abandoned
2. Plan strategies to be used in next four weeks
3. Identify professional development needs

B. Identify students for intervention

C. Identify available resources
1. Staff in school for modeling/observation/support
2. Text and support materials
    a. Appropriate for each learning style
3. Tutoring/Supplemental Educational Services (SES)
4. Technology
    a. Web sites available to support student work and practice
    b. Web sites or tools for teacher
        i. Assemble lesson, gather research

D. Implement targeted instruction plan

"Once we know what our learning targets are and have defined how we will assess them, we are able to think clearly about what combination of instruction and experiences will prepare students both to know what they need to know and to demonstrate their learning."