Sample Discussions Questions About Student Data

These questions may be used to guide discussions of student, class, teacher, and district data to set goals about classroom instruction. They may be used by individual teachers, professional learning communities of teachers who teach the grade/subject, or between administrators and individual teachers.

- Which questions/content/standards are students doing well on?
  - What instructional strategies have been particularly helpful to develop deep student understanding in these areas?
  - Can some of these strategies be replicated to help students in areas in which they are having difficulties?
- Which questions deal with basic understanding students need for more advance topics?
  - What instructional strategies can we employ to make sure more students are able to gain this understanding?
- Which questions/content/standards are students struggling with?
  - What is the nature of the questions students are doing poorly on?
    - What content does it deal with?
    - Are students doing poorly on other questions dealing with this content?
    - What kinds of thinking do students engage in to answer the question ? Remember different students may approach the question differently so brainstorm as many ways as possible. You may want to interview some individual students who answered the question differently.
    - What do the answers tell us about what students misconceptions students hold about this content?
      - What instructional strategies can we use to help students confront these misconceptions and build more accurate understandings.
    - Do students need additional skills to address the question? (i.e., problem-solving, application of content to new situations, designing and interpreting investigations, analyzing data)
      - Which instructional strategies and classroom experiences can support the development of these skills?
    - Is this a stretch question to better measure the growth of top students?
      - What classroom strategies and experiences can provide to give students practice with this type of advanced thinking? Would these experiences be beneficial for all students? How can we encourage higher levels of thinking that are needed to answer this question?