

School District of Philadelphia Benchmark Data Analysis Protocol for Teachers of Grades 3-8



Benchmark Administration Date: _____

School _____

Teacher's Name _____

Grade/Section _____

Benchmark Analysis Using the IMS (*SchoolNet*): (Refer to guide to access reports)

1. Please examine the reading and/or math **Item Analysis data** for your class or section (**Align Report**).
2. **Look closely** for patterns, outliers, weaknesses, and strengths.
3. Attach the reading and mathematics **Item Analysis** for each class to this plan.

READING	MATHEMATICS
Using the item analysis report, identify the weakest skills/concepts for your class for this benchmark period.	Using the item analysis report, identify the weakest skills/concepts for your class for this benchmark period.
How will you group or regroup students based on the information in the necessary item analysis and optional standards mastery reports? (Think about the strongest data and how those concepts were taught.)	How will you group or regroup students based on the information in the necessary item analysis and optional standards mastery reports? (Think about the strongest data and how those concepts were taught.)
What changes in teaching strategies (and resources) are indicated by your analysis of benchmark results?	What changes in teaching strategies (and resources) are indicated by your analysis of benchmark results?
How will you test for mastery?	How will you test for mastery?

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Teacher's Reflection

1. I have discussed my classes' results and my lesson planning for week 6 with...
2. In order to effectively differentiate instruction (remediate and enrich) during week 6, I need to . . .
3. Based on patterns in my classes' results, I might need some professional development or support in . . .
4. As I think about giving students a better understanding and more ownership for their learning based on benchmark assessments, I ...
5. I receive support from....