

# Intentional Instructional Moves

Strategic Steps to  
Accelerate Student  
Learning

## Companion Guide

Chapter 10: Intentional Step Three



## Chapter 10

### Intentional Step Three: Analyze the Data

Once teachers have examined the quality of assessments and woven in future job and SEL skills, then it's time to analyze the data from those assessments. Reflecting on the results of assessments will help us determine where students are and what to do next. Teachers can identify the areas where students are struggling with the content and offer appropriate interventions. Choosing the best type of support will depend on the learning intentions, the percentage of students struggling, and how much support they need.

#### Strategy 1: Small Group Review

The teacher considers the assessment data to identify patterns and commonalities among students. Then, the teacher groups similar students together and provides additional support or extensions. For example, if some students are struggling with adding fractions while others are ready to move on, the teacher can group the struggling students together and provide review activities to reinforce key concepts. Alternatively, the teacher can pull a small group to their desk and review a concept that was commonly missed among the group, while the rest of the class works on an assignment. We'll dive into further adaptations of small group work in Chapters 12 and 15.

#### Strategy 2: Mini Lesson

If the teacher determines that a majority of students have misunderstood key content from the lesson, then that teacher can offer a mini lesson to reinforce the material. Mini lessons are brief (10 min or less), focused lessons given to the whole class or small groups. These lessons

should be clear and concise, targeting a specific concept or skill that students need to master.

Teachers should also emphasize why the content is important for students to learn and how they can apply it to real-world situations.

### Strategy 3: Future Formative Assessments

Once teachers understand what students know and don't know based on summative assessments, they can then weave content that needs reinforcing into future formative assessments. This strategy would most likely follow small group review and/or mini lessons to address students' learning gaps before assessing them again. After teachers have provided these interventions, they can then use informal check-ins to evaluate whether or not students are progressing before they're presented with a summative assessment again.

Each of these strategies will aid teachers in conducting post-assessments after summative assessments are complete. Not only does this help remind students that their learning will continue after the test, but it also builds connections between one step in their learning journey and the next. Students can set goals for mastering the content they missed on the previous assessment and for their performance on future assessments. Goal setting (.59) is one of Hattie's top influential strategies and reminds students that learning is a life-long process. These strategies also encourage teachers to take action based on the data, which means they will intervene sooner (effect size of 1.29) to assist struggling students and make powerful improvements to their teaching.

### **Chapter 10 Handouts**

1. Summative Assessment Planning Tool
2. Summative Assessment Data Analysis