

Data conferences with students

This resource has been designed to support teachers in reviewing student performance data in order to engage in meaningful conferences to support growth, learning, and intervention. Teachers can choose to use this protocol bi-annually, quarterly, or as frequently as needed. Whether teachers are using only a portion of this protocol for select students, or completing this process for every student, the following steps will empower them to facilitate powerful conversations with students that will support growth, autonomy, and learning.



Step one: Gather and review data

Teachers are encouraged to reflect on what they have observed within their lessons to gather insight behind how the student “shows up” to class and participates in lessons - this information will prove helpful as teachers engage in data analysis with the Vocab App, Classwork, and ELA Reporting. By considering classroom observations and anecdotal feedback in concert with performance data, teachers will be able to draw from a more complete picture as they consider potential root causes and determine next steps.



Step 2: Plan for differentiation & intervention

After teachers consider their class observations in concert with the available data points for the student, they are encouraged to review their differentiation levels in the Vocab App and within core lessons to determine if adjustments are warranted. To support this work, teachers are encouraged to consult the [Differentiating for individual students protocol](#).

As teachers reflect on areas of strength and growth for that student, they are encouraged to leverage flex day activities as opportunities for differentiation, explicit practice, and additional support in specific skill areas.



Step 3: Conference & set goals

Teachers are encouraged to invite students to reflect on their own work to identify areas of strength and growth in anticipation of the conference. During the conference, teacher and student can work together to identify areas of strength and growth, and explore the student's specific areas of need. Teachers are encouraged to come prepared to these conversations prepared with specific strategies and resources that would support the student in meeting their identified goals. These may include: written feedback, recommendations for revision, graphic organizers, personalized word lists, Flex Day activities, routines, or activity sheets to support targeted skill practice.

Step 1: Gather & review data

As teachers gather and review data, it is recommended that they consider the following data sources so that they might benefit from a more complete picture of potential root causes impacting student progress and determine next steps. Alternatively, teachers can focus on a singular data source if they have already determined a specific area for growth for a particular student.



Amplify ELA core instruction

When preparing to engage in data conferences with students, teachers are encouraged to include their personal observations from core instruction to assess a student's level of engagement. Teachers should consider the student's level of focus when working independently, participation in discussion activities, productivity during independent tasks, and willingness to share their thinking or writing with the class.



Vocab App

The Vocab App will provide teachers with useful data to reflect a student's level of independent engagement, rate of accuracy, and rate of mastery, and stream assignment. Teachers can also use a student's Vocab App stats to identify words and skill areas that the student may find difficult or challenging. This data will not only help to inform instruction, but can also support the teacher in determining if targeted instruction or intervention is needed.



Classwork

The Classwork App will serve as the one-stop shop for student work. While much of the work will be autoscored, teachers are encouraged to review automated scores and override where warranted. Additionally, the AWE details toggle provides important information that can surface potential topics for grammar instruction, or opportunities for Revision Assignments.



ELA Reporting

The Reporting App gives teachers a holistic view of how students are progressing in a given unit. Teachers can review these resources to get a bird's-eye-view of how students are performing in Writing Prompts, Solos, Exit Tickets, and Reading Assessments. Furthermore, teachers can review the Embedded Measure to take a pulse check on how students are performing in the areas of Reading, Writing, and Language. Refer to the [Reporting Guidance](#) document to support data analysis.

Data analysis & conference planning

Data source	Grading & Assessment	Intervention & Data conferences
Vocab App	Teachers are encouraged to review student performance data in the Vocab App on a weekly or monthly cadence to monitor student usage, identify opportunities for differentiation and intervention, or inform their grading process (if applicable). <i>Note: Vocab App reporting can be filtered to show teachers a students daily, weekly, or monthly progress. Alternatively, teachers can view data by a custom date range.</i>	Teachers can access Vocab App data as often as needed to inform instruction. If teachers are planning to use Flex Days as an opportunity to engage students in data conferences, we recommend that teachers wait until Unit B to regularly monitor Vocab App data to inform their conference planning, instruction, and differentiation. <i>*Approximately 1 month into the curriculum</i>
Classwork	Teachers are encouraged to review Classwork regularly to review student work, make adjustments to automated scores, and provide targeted feedback. Frequently, Lesson Briefs will provide specific recommendations when feedback is needed to support Revision Assignments that are embedded into the curriculum. Furthermore, if a teacher plans to assign a Revision Assignment on a Flex Day, they should plan to review a student's work ahead of time so that they can benefit from actionable feedback. <i>Note: Students will only be able to review custom scores on written assignments until the teacher chooses to "Share Rubric Scores". For this reason it is recommended that teachers monitor student written work on a weekly cadence.</i>	Teachers will be able to benefit from a more holistic perspective on the student's overall performance if they wait to review the student's Portfolio after they have completed a Sub-Unit. If teachers are planning to use Flex Days as an opportunity to engage students in data conferences, we recommend that teachers wait until Unit B to regularly monitor Classwork and AWE data to inform their conference planning, instruction, and differentiation. <i>*Approximately 1 month into the curriculum</i>
ELA Reporting	ELA Reporting will monitor student performance across a Unit. Most of the reports found here will do little to inform the grading and assessment process, with the exception of the Reading Assessment report. For this reason it is recommended that teachers prioritize using Classwork to support their grading and assessment process until students have completed the end-of-unit Reading Assessment.	Similar to Classwork, teachers should wait to monitor student performance data in ELA Reporting until after students have completed a Sub-Unit. This will allow teachers to view how students are progressing across a range of lessons and observe trends of growth and areas of need for their class or individual students. If teachers are planning to use Flex Days as an opportunity to engage students in data conferences, we recommend that teachers wait until Unit B to regularly monitor ELA Reporting data to inform their conference planning, instruction, and differentiation. <i>*Approximately 1 month into the curriculum</i>

Gather & review data: Amplify ELA core instruction

Guiding Questions

Observations

Build vocabulary

- Describe the student's level of engagement during this portion of the lesson.
- How frequently do you need to refocus the student during this portion of the lesson?
- What does the student do if they finish the task early?

Close read

- Describe the student's level of engagement during this portion of the lesson.
- How frequently do you need to refocus the student during this portion of the lesson?
- Does the student use reveal words or audio recordings as supports?
- Does the student read the text / revisit the text with minimal prompting?
- Does the student readily participate in class discussions or volunteer to share his/her ideas with others?
- Does the student engage productively when working with a partner or small group of students?

Performance task

- Describe the student's level of engagement during this portion of the lesson.
- How frequently do you need to refocus the student during this portion of the lesson?
- Does the student require additional prompting or support to begin writing, or keep writing? How do they respond to support?
- Does the student ask for help when needed?
- What does the student do if they finish the task early?
- Is the student willing to share his/her work with a peer? Whole class?
- How does the student respond to feedback?

Gather & review data: Amplify ELA core instruction (continued)**Guiding Questions****Observations****Reflect**

- Does the student engage meaningfully in reflection activities?
- How frequently do you need to refocus the student during this portion of the lesson?
- What does the student do if they finish the task early?

Independent work

- Does the student routinely complete Solo assignments?
- What is the quality of work when the student is asked to work independently?
 - Are they able to comprehend the text?
 - Do they complete the questions fully?
- Does the student make use of the audio recordings to support reading comprehension?
- Is additional support or prompting needed to keep the student focused on this task?

Gather & review data: **Vocab App**

Guiding Questions

Observations

Class Accuracy

- What skill areas are identified as areas of strength for the class?

What is the student's current stream assignment?

Usage

- Does the student make regular use of the Vocab App?
- Does the data demonstrate that the student is using Vocab App time productively?
- Are there any gaps in student usage? How might this affect performance?

Accuracy

- What is the student's rate of accuracy?
- What are the student's areas of strength?

Mastery

- What is the student's rate of Mastery?
- Review the student's Word List:
 - Are there any words that they are close to mastering?
 - *To achieve mastery, students must have 3-5 consecutive successful interactions with a word. Closed circles indicate a successful encounter with a word.*
 - Are there any words that students appear to be struggling with?
 - *Open circles indicate unsuccessful encounters with a word*
 - When you click on challenging words in the Student's Word List, which skill areas are identified for that word?
 - Is this an area of strength for the class? Is differentiation or intervention needed to address this?

Gather & review data: **Classwork**

Guiding Questions

Observations

Portfolio

- Examine the student's work for the current unit:
 - Which types of activities are areas of strength for this student?
 - Which types of activities are areas for growth?
- Does the student regularly review and respond to written feedback?

Writing activities

- As you review the student's recent writing assignments, note any areas of strength and areas for growth.
 - How is the student performing with conventions?
 - How is the student performing with focus?
 - How is the student performing with showing/use of evidence?
- Based on the conventional details, what skill areas might be good topics to focus on for Flex Days or targeted grammar practice?

Gather & review data: Amplify ELA Reporting

Guiding Questions

Observations

Writing Prompts

- Expand the report to “See Details” and activate “Summary View” to view the recent data for this student’s writing. Answer the following questions:
 - Is the student consistently meeting productivity targets?
 - Is the student’s work meeting the target score for conventions?
 - Is the student’s work meeting the target score for focus?
 - Is the student’s work meeting the target score for showing/use of evidence?
 - Are there any recent writing assignments where the student received an “!” in lieu of a score?

Solos

- Expand the report to “See Details”. Activate the “Unit Overview” toggle to view the recent data for this student. Answer the following questions:
 - Based on the student’s recent submissions, are they meeting the target score for their solos?
 - Are scores relatively consistent in recent lessons or are there any outliers?
 - How is the student performing with showing/use of evidence?
- Activate the “By Solo” toggle to get more granular data about any Solo assignments where this student may have struggled:
 - Do you feel that this student is at the appropriate differentiation level?
 - Navigate to the solo and review the questions:
 - When the student is successful, what types of activities are they asked to complete?
 - When the student struggles, what types of activities are they asked to complete?
- When comparing this individual student’s performance on the Solo, how does it compare with the “By Question” report for the class?

Gather & review data: Amplify ELA Reporting (continued)

Guiding Questions

Observations

Exit Tickets

- Review the “Class Performance” and “Class Average” reports. Note any observations about the class’ success rate with Exit Tickets.
- Review the “Class Overview” report and review this student’s performance in recent lessons:
 - How is the student performing with Exit Tickets?
 - How does this student’s performance compare with the class average?
 - Are these scores relatively consistent across lessons or are there outliers?
- As you revisit exit tickets where this student struggled, note any observations that can be made about the skill or question type that may have proven challenging for this student.

Embedded Measure

- Expand the student roster and answer the following questions:
 - Identify the focus recommendation for this student.
 - Note the Language, Reading, and Writing scores for this student.
- Which activities might you consider assigning to this student in your next Flex Day?

Reading Assessment

- Review the “Class Performance” and “Class Average” reports. Note any observations about the class’ success rate in this assessment.
- Review the “Class Overview” report and note this student’s total score and performance level.
- Review the “By Strand” report and note this student’s scores for Craft & Structure, Integration of Knowledge and Ideas, and Key Ideas and Details.

Student Name: _____

Gather & review data: **Student Summary**

Based on my data analysis, this students areas of strength are...

Based on my data analysis, this students areas for growth are...

To best support this student, I will...

Step 2: Plan for differentiation & intervention

As teachers engage in intervention planning, they are encouraged to consider all of the data they have gathered in order to determine if any differentiation or intervention is warranted. Prior to engaging in a conference with students it is recommended that teachers complete this phase and define how they can best support the student's growth and learning.



Differentiation

Teachers should review the following spaces to determine if they should adjust the student's differentiated level:

- Vocab App: Stream Assignment
- Classwork: Levels

Additionally, teachers are encouraged to review the Unit Overview and Lesson Brief documentation to view the recommendations for how to differentiate instruction to support all learners.

Next steps

As teachers determine their next steps, it is important that they think about actions that they can take to support their students, while also considering actions that the student can own. In doing this, teachers will not only inform their practice, adjust their instructional plan, and identify resources that they can use to support the student, but also empower the student to make adjustments that would benefit their learning.

By considering this process as a partnership, teachers can empower students to take ownership of their learning and develop necessary skills that will serve them well as they prepare for the rigors of high school and beyond.

Intervention

Teachers should then consider what interventions will have the most impact on the students learning and growth. Interventions may include reminding the student to use embedded supports such as Reveal Words or Audio Recordings, or providing additional scaffolds such as graphic organizers.

Teachers can determine if flex days will provide sufficient opportunities for the student to receive explicit practice in a particular skill area, or if additional intervention is required.

Plan for differentiation & intervention:

Amplify ELA core instruction - Teacher observations

This student's areas of strength are...

This student's areas for growth are...

A strategy that would help them to increase their focus and engagement in lessons is:

Vocab App - Reporting

Based on the data my student would most benefit from _____ stream.

This student's areas of strength are...

This student's areas for growth are...

I will suggest that they focus on practicing the following words:

Classwork - Portfolio & Student writing

This student is most successful with _____ activities

This student struggles with _____ activities

To improve their writing, this student should focus on the following skill area(s):

When planning grammar instruction, an area of focus for this student should be:

Plan for differentiation & intervention:

Amplify ELA Reporting - Unit reports

This student's areas of strength are...

This student's areas for growth are...

Based on the data, I have identified that this student should focus on the following skill areas in our next Flex Day:

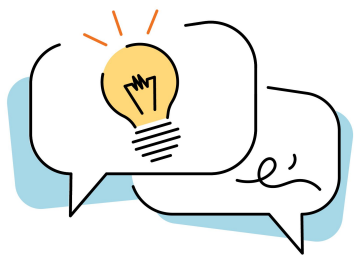
Next steps

Based on your analysis, identify any next steps that will benefit this student:

Differentiation ● Vocab App stream assignment ● Differentiated level ● Flex day assignments	
Skill instruction & practice ● Skill Modules ● Mastering Conventions ● Grammar lessons ● Revision Assignments ● Fluency Routines ● Words to use/Words to know routine ● Work that Word	
Goal setting ● What SMART goals would you like to set for your student? ● How will you support them? ● How will you keep them accountable?	

Step 3: Conference & set goals

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Preparation

As teachers prepare for a data conference, it is recommended that they speak with the student to clarify:

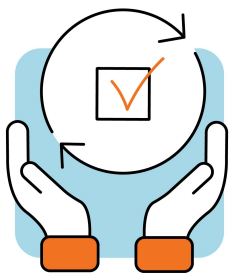
- The purpose of this conference and any specific outcomes
- The time and date when this conference will happen

Teachers are encouraged to share the Student reflection document with the student in advance so that they might have the opportunity to review their work, reflect on their progress, and share their personal thoughts on their personal strengths and areas for growth.



Collaboration

To support collaboration and encourage autonomy, it is recommended that teachers use the conference as an opportunity to collaborate with the student. By inviting the student to share their “glows” and “grows”, the teacher can celebrate the student's areas of strength, and provide strategic supports that will help them develop and grow in their learning. The data conference protocol includes space to capture steps the teacher will take and steps the student will take to achieve goals. By making this feel like a partnership, teachers will empower students to take ownership over their learning while also feeling personally supported by their teacher.



Accountability

Once next steps and goals are established, it is important for the teacher and student to agree upon dates that will hold both of them accountable for their part. Dates can reflect due dates for a Revision Assignment or additional activity to be completed, or an upcoming “check in” when the teacher and student can reconnect about their progress. By setting these goals, the teacher and student can take meaningful steps towards the student's growth and learning.

Student reflection

Class participation: Reflect on your learning & participation in class

What's going well? What skills are you getting stronger at?

What types of activities are most enjoyable for you?

What feels challenging? Where do you think you could use extra support or practice?

Student work: Review your recent assignments and feedback

What types of assignments feel easy and enjoyable to you?

What types of assignments feel challenging? Why?

What feedback has been helpful? Is there any feedback you want to talk about?

Goal setting: Identify what you want to focus on

When you reflect on your progress in class, are there any skills or activities that feel tricky to you? What makes them feel challenging?

How would you like to grow? How can I help?

Student reflection

Glow
I am proud of these things and feel that these are things I do well!

Grow
I think I could use some additional support or help with these things.

Language

- Vocabulary
- Grammar

Reading

- Lesson text
- Solos
- Independent Reading

Writing

- Lesson Prompts
- Revision Assignments
- Essays
- Other

Conference & set goals

Glow
These are things that you are doing really well

Grow
These are things that I would like you to focus on

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Use this table to capture what you and the student agree to in terms of what you will do to support them, and what they will do to achieve this goal. As you determine next steps and determine goals, define a clear plan and schedule for how you will hold each other accountable for these goals.

Area of focus	What I can do....	What you can do....	Date
Vocabulary practice			
Close reading & discussion			
Writing prompts & revisions			
Sharing & feedback			
Reflections & Exit Tickets			
Independent work			
Skill practice			