

# Student thinking and instructional next steps for teachers

## Grades K-5

mCLASS Math



Agenda	Objectives
<b>Opening</b> <ul style="list-style-type: none"> <li>• Share goals and agenda</li> <li>• Check-in with participants</li> <li>• Establish norms for the session</li> </ul>	<b>By the end of this session, participants will be able to:</b> <ul style="list-style-type: none"> <li>• Make sense of the data in the Benchmark Performance and Student Thinking reports.</li> <li>• Explore how using re-engagement routines with your entire class can help deepen student understanding.</li> <li>• Make an actionable plan for utilizing the data in benchmark reports.</li> </ul>
<b>Asset-based data analysis</b> <ul style="list-style-type: none"> <li>• Overview of mCLASS Math approach to data analysis and reporting</li> <li>• Preview the data analysis protocol</li> </ul>	
<b>Making sense of Benchmark data</b> <ul style="list-style-type: none"> <li>• Understand overall class performance on the Benchmark with real class data</li> <li>• Identify how going beyond correct and incorrect informs more meaningful next steps</li> <li>• Dig into Student Thinking on the Benchmark with real class data</li> </ul>	
<b>Re-engaging students after an assessment</b> <ul style="list-style-type: none"> <li>• Overview of re-engagement routines and the benefits</li> <li>• Explore some re-engagement routines</li> <li>• Start to plan a re-engagement routine based on class data from the Student Thinking reports</li> </ul>	
<b>Individual student analysis</b> <ul style="list-style-type: none"> <li>• Identify the sections of reports that are most useful for analyzing individual student data</li> <li>• Overview of Progress Monitoring and planning for targeted intervention</li> <li>• Get started with individual student analysis with real class data</li> </ul>	
<b>Closing</b> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Questions and answers</li> <li>• Revisit learning goals</li> <li>• Next steps</li> <li>• Survey</li> </ul>	