

THE CFIP-SLO CONNECTION:
*A DATA DIALOGUE PROTOCOL FOR TEACHER TEAMS TO USE CFIP
 TO MONITOR SYSTEMATICALLY STUDENT PROGRESS
 TOWARDS ATTAINMENT OF A STUDENT LEARNING OBJECTIVE*

STUDENT LEARNING OBJECTIVE (AS APPROVED): _____

SUB-SKILL OR KNOWLEDGE FROM THE SLO TO BE ADDRESSED IN THIS ANALYSIS:

Orientation Step 1: SUB-SKILLS AND/OR KNOWLEDGE FROM THE SLO THAT WERE ASSESSED

- A. *What is the source of the data that are we analyzing?*
- B. *What special characteristics about the assessment or its administration should we understand prior to analyzing the data?*

Question Step 2: QUESTIONS TO BE ANSWERED

- C. *What questions about student progress toward achieving the SLO are we trying to answer through this data analysis?*

Patterns Step 3: MAJOR CONCLUSIONS ABOUT STUDENT PERFORMANCE

MAJOR CONCLUSIONS ABOUT THE STUDENTS' PERFORMANCE ON THE ASSESSED SUB-SKILL/KNOWLEDGE AT THIS POINT
<i>D. What important conclusions can we draw concerning student achievement of the sub-skill/knowledge leading to the SLO at this point in the instructional process (using more than one data source, if possible)?</i>

Action Step 4: FOLLOW-UP INSTRUCTIONAL ACTIONS

Step 4. WHAT WE WILL DO TO HELP MORE STUDENTS BECOME PROFICIENT ON THE SUB-SKILL/KNOWLEDGE	STUDENT ASSESSMENT EVIDENCE AFTER FOLLOW-UP HAS OCCURRED
<i>E. What instructional factors might have contributed to the levels of student achievement shown on these assessments?</i>	

<p><i>F. What steps will we take to address the conclusions from this data analysis? Among the choices are:</i></p> <ul style="list-style-type: none"> • <i>Reteach the sub-skill/knowledge to the entire class using a different strategy before moving forward to new content, OR</i> • <i>Move forward in the curriculum with new content, and integrate additional instruction in a weak sub-skill/knowledge on a regular basis as an important part of the new work, OR</i> • <i>Move forward in the curriculum with new content, and allow students to practice the weak sub-skill/knowledge through drills, warm-ups, “must dos,” sponge time, etc., with no additional instruction, OR</i> • <i>Move forward in the curriculum with new content and no further work on the weak sub-skill/knowledge, knowing that students will be exposed to it at a later date when it will occur again in the curriculum, OR</i> • <i>Divide the class into groups and provide enrichment opportunities to proficient students and re-teaching or additional practice in the weak sub-skills/knowledge to the non-proficient students</i> <p><i>These steps will be completed by _____.</i></p>	<p><i>G. How and when will we re-assess to determine progress?</i></p>
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IF FOLLOW-UP IS NEEDED ON THE TARGETED SUB-SKILL/KNOWLEDGE, SKIP TO STEP 6. COME BACK TO STEP 5 AFTER FOLLOW-UP AND RE-ASSESSMENT HAVE OCCURRED.

Differentiation Step 5: STUDENTS WHO EXCELLED AND THOSE WHO REQUIRE MORE HELP

Step 5: STUDENTS WHO PERFORMED PARTICULARLY WELL	SPECIFIC STEPS WE WILL TAKE TO ENRICH THE LEARNING OF THESE STUDENTS
<p><i>H. Who is ready for enrichment and more independent work on the targeted sub-skill/knowledge?</i></p>	<p><i>I. What in-class enrichments will we implement for these students?</i></p> <p><i>J. What assistance and resources will we need to implement the enrichments?</i></p> <p><i>K. Who will be responsible for implementing the enrichments?</i></p> <p><i>L. What data will we use to determine the success of the enrichments?</i></p>

Step 5. STUDENTS WHO STILL NEED WORK ON THIS SUB-SKILL/KNOWLEDGE AFTER FOLLOW-UP	SPECIFIC STEPS WE WILL TAKE IN CLASS TO INTERVENE FURTHER WITH THESE STUDENTS	STUDENT ASSESSMENT EVIDENCE AFTER ADDITIONAL INTERVENTIONS HAVE OCCURRED
<p><i>M. Who will need additional assistance to become proficient on the targeted subskill/knowledge?</i></p>	<p><i>N. What in-class interventions will we implement so that these students will attain proficiency on the on the targeted subskill/knowledge?</i></p> <p><i>O. What assistance and resources will we need to implement the interventions?</i></p> <p><i>P. Who will be responsible for implementing the interventions?</i></p>	<p><i>Q. What data will we use to determine the success of the interventions?</i></p>

Future Planning Step 6: REFLECTION ON PROGRESS TOWARD SLO ATTAINMENT

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<p><i>R. Are we progressing at a rate that is consistent with the planned instructional interval for the SLO? If not, what action is necessary?</i></p> <p><i>S. What new instructional strategies can we plan as a team to incorporate into our future instruction on the most difficult upcoming sub-skills/knowledge embedded in the SLO?</i></p> <p><i>T. When will we review the data again to determine the success of the enrichments, interventions, and instructional changes?</i></p>

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ASSESSED**

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MAJOR CONCLUSIONS ABOUT THE STUDENTS' PERFORMANCE ON THE ASSESSED SUB-SKILL/KNOWLEDGE

***Action Step 4:* FOLLOW-UP INSTRUCTIONAL ACTIONS**

<i>Step 4.</i> WHAT WE WILL DO TO HELP MORE STUDENTS BECOME PROFICIENT ON THE SUB- SKILL/KNOWLEDGE	STUDENT ASSESSMENT EVIDENCE AFTER FOLLOW-UP HAS OCCURRED

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