



**USING DATA TO GUIDE INSTRUCTIONAL CHOICES**

When looking at a class set of data, there are many different trends that can occur. Sometimes the majority of the class makes a similar error, other times a small group of students makes a variety of errors. The table below outlines four common error trends that educators encounter when analyzing a class set of data and identifies instructional actions that teachers can take to address those student misconceptions. This tool can be a supportive resource to educators as they are looking at class data and determining how and when they are going to address student errors.

The data shows...	Potential actions to take		
	Direct instruction actions		Additional actions through content providers
<p><b>Majority of the class makes the same error:</b></p> <p><i>Example:</i> 15 of 18 students incorrectly added two digit numbers. All 15 students did not properly regroup.</p>	<p>Address the error through a whole group lesson:</p> <p><b>Example:</b> Ms. Webster reteaches regrouping to the entire class with an adjusted lesson plan and emphasis on regrouping.</p>	<p>1) Reteach the skill through a whole group lesson 2) Follow with small group guided practice.</p> <p><b>Example:</b> Ms. Webster remodels regrouping when adding two digit numbers to the whole class. When she meets with each small group, she leads guided practice opportunities to ensure understanding before releasing them to practice independently.</p>	<p>Assign students a lesson on the content provider aligned to the skill</p> <p><b>Example 1:</b> Mr. Herbert assigns an iReady lesson on compare and contrast after reteaching the skill.</p> <p><b>Example 2:</b> Mrs. Beckett assigns an Imagine Math lesson on multiplying fractions to three students who struggled with that skill.</p>
	<p>Reteach the skill via small group lessons:</p> <p><b>Example:</b> During rotations, Ms. Webster reteaches regrouping to each group with a smaller teacher to student ratio and more CFUS.</p>		
<p><b>Majority of the class makes a variety of errors:</b></p> <p><i>Example:</i> 15 of 21 students incorrectly identified rhyming words. - 8 students are</p>	<p>Address the different errors by reteaching in differentiated small group lessons.</p> <p><b>Example:</b> Mrs. Johnson groups students who made the same error together and during rotations reteaches the standard with bite-sized learning objectives for each group.</p>	<p>1) Reteach the standard to the whole group. 2) Provide additional differentiated guided practice to small groups based on errors made.</p> <p><b>Example:</b> Mrs. Johnson retaught how to identify rhymes to the whole class, and then grouped students by their misconception for</p>	



<p><i>confusing similar vowel sounds [pig and leg].</i></p> <ul style="list-style-type: none"> <li>- 7 are matching middle sounds without ending sounds [bag and sad].</li> </ul>	<p>Reteach the lesson (with adjusted teaching methods) to the whole class.</p> <p><b>Example:</b> Mrs. Johnson reteaches rhyming to the whole group. She teaches the lesson in a different way, uses different modeling and examples, to ensure students understand the concept and addresses the misconceptions that led to the errors.</p>	<p><i>small group guided practice. She differentiated practice for each group based on their error.</i></p>	<p>Assign differentiated independent practice aligned to the skill</p> <p><b>Example:</b> Mrs. Wagner assigns differentiated practice for telling time. Some students practice telling time to 5-minute intervals,</p>
<p><b>Small group of students makes the same error:</b></p> <p><u>Example:</u> Six students struggled to identify the ending sound in the words. They all incorrectly chose the beginning sound.</p>	<p>During blended learning time, group these students together and reteach to their small group.</p> <p><b>Example:</b> Ms. Ayers adjusted her small groups so that she could reteach identifying ending sounds to the 6 students who struggled.</p>	<p>During independent practice time, pull group of students and reteach via a mini lesson and guided practice.</p> <p><b>Example:</b> After a whole group lesson, Ms. Ayers assigned practice problems, and then pulled the 6 struggling students to her back table to reteach ending sounds, while the rest of the class worked independently.</p>	<p>while other students are still practicing telling time to the hour and half-hour.,</p> <p>Assign differentiated homework aligned to the skill</p>
<p><b>Small group of students. Multiple misconceptions.</b></p> <p><u>Example:</u> Five students struggle to tell time to the quarter hour. Two are confusing face numbers for the minutes they represent. Three are confusing the minute and hour hand.</p>	<p>While class is working independently, pull groups of students (based on similar errors) and reteach via a mini lesson and guided practice.</p> <p><b>Example:</b> While the class is reading independently, Mr. Henderson pulls the three students and teaches a mini lesson on the minute and hour hand. When he sends that group to practice at their desks, he pulls the remaining two to reteach the face numbers.</p>	<p>During blended learning time, adjust groups based on errors. Reteach applicable error to each small group.</p> <p><b>Example:</b> Mr. Henderson adjusts his small groups, and then teaches an applicable mini lesson (based on the errors made) to each group during rotations. Groups who did not struggle move on to a lesson on time at 5-minute intervals.</p>	<p><b>Example:</b> After reteaching adding 3 numbers to two small groups, Ms. Smith assigns homework for students to get extra practice.</p>