5 Step DDI Meeting Process

Step 1: Collect and Analyze Data	Whole Class Data Summary: Averages: 67% (Range: 30-97) 52% 68%(24% 70 or above 28% 80 or above) 60% (Range: 16-93) 77% (Range: 50-94) 58% 55% (Range: 29-95) Item Analysis/Standard Summary: 1: switching terms (choice A) most common mistake 2: one school D most common chosen distractor. 24% just found Bella's total 3: Very successful question 4: A was the most commonly chosen mistake. Identified incorrect pattern. 5: Most common incorrect answer was A. Just found unit rates. 6: No district performed above a 40% on this question. 7: Spread out mistakes. Students scored well throughout districts. Distractor Information Summary
Step 2: Strength and Weaknesses Used #24	Strengths Content/Skills Summary: Being able to compute and show their work (Part B) Weakness Content/Skills Summary: Being able to draw an adequate model. Some students used multiplication to incorrectly solve the problem. Coming up with a common denominator (visual model). Set-up of division Prioritize Student Needs/Weaknesses: 1. Drawing an adequate model 2. Setting up division 3. Identifying operation to be used
Step 3: Goals	Write SMART Goal(s) (Whole class, group of students, and/or individual(s): Example: The sixth grade students will improve their ability to model fraction division (using an area model) from 25% proficiency to 65% proficiency by Interim Assessment #3.
Step 4: Instructional Strategies	Specific strategies to meet goal(s) (Curriculum modification and focus, instructional strategies):

	Students will practice working on developing their ability to create visual models to understand word problems. This will be a small group activity that will take place during center instruction. All of the students will participate in this activity. This will take place over the period of one week.
Step 5: Results Indicators	What is teacher doing with strategy: Teacher will model the deconstruction of the question. Next, the teacher will model how to identify strategies that can appropriately solve the problem. Finally, the instructor will model how to effectively utilize the strategy. What are the students doing with the strategy: The students are utilizing the strategies as the instructor guides them through the process.