Tips for identifying patterns in the data and devising a question for a follow-up CFG meeting.

Patterns to look for (choose 1)	Who to analyze? (choose 1)	Ideas for CFG question (choose 1 or 2)
1. Partial understandings stayed the same across time or across all assignments.	All students *(i.e., high, middle, underserved)*	• What might be going on here that I am not seeing? Are there some subtle changes in the student work that I am not seeing?
	One group of students *(i.e., just the underserved students)*	• What could I do to challenge all of these students (or this student) even more?
	One student	• What was the nature of the instructions or questions on the assignments that might have influenced my student(s) staying at the same level?
2. Partial understandings changed across time or on certain assignments.	All students *(i.e., high, middle, underserved)*	• What was the nature of the assignments or questions that might have caused the levels of student work to change?
	One group of students *(i.e., just the underserved students)*	
	One student	• If the change was an improvement, how can I use this change for other assignments or other students?
3. Partial understandings were not sophisticated enough for analysis.	All students *(i.e., high, middle, underserved)*	• What was the nature of the assignments or questions that might have limited the sophistication of student responses?
	One group of students *(i.e., just the underserved students)*	
	One student	• How can I improve the sophistication of the assignments or questions to elicit more sophisticated student responses?