

USE THIS SHEET TO: Reflect on student prior knowledge that you have gathered from Student Prior Knowledge Assessment Sheet.

# HERE’S WHAT / SO WHAT / NOW WHAT

As you reflect on the Performance Task and review the data you have collected about students’ prior knowledge, in what way and to what extent do you think you need to revise the project plan and/or put into place accommodations?

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| HERE’S WHAT What we observed during the performance task.  What we learned from the data collection. | SO WHAT What are the implications for the project plan? | NOW WHAT What accommodations do we need to put into place? |
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| HERE’S WHAT  *What we observed during the performance task.*  *What we learned from the data collection.* | SO WHAT  *What are the implications for the project plan?* | NOW WHAT  *What should we revise?*  *What accommodations do we need to put into place?* |
| All students were engaged and enjoyed the task.  ----------------------------------  Most students have prior knowledge of art form.  ---------------------------------  A few students had limited experience and knowledge of how to complete task.  -----------------------------------  Most students were able to stay on task.  ----------------------------------  A few students had difficulty staying on task.  -------------------------------  Most students were able to reach consensus in a group.  -----------------------------------  Some students appeared to have strong leadership qualities and tended to dominate their group. | The mostly experiential component of the project will be well received.  ------------------------------------------  The prior knowledge of the elements of the art form is sufficient to build upon for this project  ----------------------------------  --------------------------------  n/a  ----------------------------------  Examine type of activity. Was it active enough? Did students have time to do, talk, think, alone, in pairs in groups?  -------------------------------------  n/a  --------------------------------------  Opportunities to harness these leadership qualities to support other students  Need to develop understanding of roles in a group | n/a  --------------------------------------  n/a  ---------------------------------  Use students with leadership qualities to support others. Team up students appropriately.  --------------------------------  n/a  ----------------------------------  Diversify activity type. Add more team-building, group cohesiveness activities to the beginning of the project.  Outline group norms and expectations clearly and post on anchor chart in classroom.  -------------------------------------  n/a  ------------------------------------  Select groups for students.  Review group working roles such as listening, recording, reminding, supporting…. |

**AN EXAMPLE:**