

# Inquiry Cycle Map

School: \_\_\_\_\_

Team: \_\_\_\_\_

Date: \_\_\_\_\_

**ASSESS EFFECTS**  
of current practice

**Priority problem area\***

\* in the form of a data-based problem statement

What patterns of student performance suggest that current practices are insufficient to meet the eight student performance targets of the BPS Acceleration Agenda? *Craft a data-based problem statement to describe current performance at a strand or broad skill level.*

**School-year goal\***

How important is this problem? What are its consequences for students? for the school? *Re-frame your problem statement as a goal for this school year that defines desired performance.*

**When and how to assess**

When and how will you assess whether you have met the goal?

**HYPOTHESIZE**  
what to change & why

**Analyze evidence**

Analyze summative and formative assessments and other sources of data related to this problem. What patterns emerge from more detailed (e.g., item and error) analyses?

**Make and test inferences**

What do you infer is the skill gap, misconception, or habitual behavior that's producing these results? *Test this inference against the following questions:*  
 • What else could it be?  
 • If this inference were true, what else would we expect to see?  
 • What evidence confirms this inference?  
 • What evidence contradicts or complicates it?  
*Generate or gather additional sources of evidence (e.g., interview students, give a diagnostic assessment, gather daily attendance data) to refine the problem statement.*

**Analyze current conditions**

Which current school or classroom practices may contribute to or perpetuate this problem for some students? Is "it" being taught? When? How? To which students?

**State what needs to change and why**

What do you hypothesize needs to change to get better results? What small change to classroom or school practices will lead to the greatest improvement for target students?

**DEFINE SUCCESS**  
for this cycle

**Learning Target/  
Cycle goal\***

Define "success" —what each target student will be able to do as a result of this change (example: "add fractions with unlike denominators with 80% accuracy")

**How to assess**

What will count as evidence that students "got it"?  
 How will you design tasks/items that assess the targeted skill precisely enough to know if your efforts have produced the desired results? *Be specific.*

**When to assess**

When will you assess whether this change led to more students meeting the cycle goal?

**PLAN & ACT**

**Plan**

Who will do what? When?

Strategize about *how* to do this: What can you build on? What will get in the way? How will you manage this context?

**Act**

What's the evidence that the intended actions took place?  
 What did you learn about your students, your school, and yourself?

**ASSESS EFFECT**  
of this cycle

**Analyze evidence:  
• to assess effect  
of this cycle\***

Did you accomplish what you set out to in the time you expected? \*  
 Who "got it" or progressed? Who didn't? What evidence do you have?  
 How confident are you in that evidence?

**• to identify next  
learning target**

What does that evidence suggest may be the next limit to growth?

This analysis will help to develop your next hypothesis.



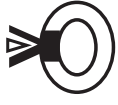
★ Attach implementation plans, assessments, student performance data, etc. ★

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**School-year goal\***

**When and how to assess**



**HYPOTHESIZE**  
what to change & why

**Analyze evidence**

**Make and test inferences**

**Analyze current conditions**

**State what needs to change and why**



**DEFINE SUCCESS**  
for this cycle

**Learning Target/  
Cycle goal\***

**How to assess**

**When to assess**



**PLAN  
& ACT**

**Plan**

**Act**



**ASSESS EFFECT**  
of this cycle

**Analyze evidence:**

- to assess effect of this cycle\*
- to identify next learning target

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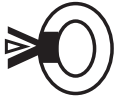
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**HYPOTHESIZE**  
what to change & why



**DEFINE SUCCESS**  
for this cycle





**PLAN  
& ACT**



**ASSESS EFFECT**  
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