

Guidance for Interpreting the Results of the Implemented ULDA

After you have tried and tracked the action(s) for the suggested time period, look for the overall trend. Generally, here's how you can interpret the results.

If student's work approached task expectations most of the time	AND	Work was consistent with his/her skills and prior performance	THEN	Continue the action for three more weeks to determine if the student can eventually meet the task expectations.
If student's work approached task expectations most of the time	AND	Work was not consistent with his/her skills and prior performance	THEN	Try another action.
If student's work met task expectations most of the time	AND	Work was consistent with his/her skills and prior performance	THEN	Continue with this action in the classroom.
If student's work met task expectations most of the time	AND	Work was not consistent with his/her skills and prior performance, and it was a decline in quality	THEN	Try another action.
If student's work met task expectations most of the time	AND	Work was not consistent with his/her skills and prior performance, and it was an increase in quality	THEN	Continue with this action in the classroom.
If student's work surpassed task expectations most of the time	AND	Work was consistent with his/her skills and prior performance	THEN	This task may not have posed difficulty for the student in relation to the targeted challenge; the action impact was negligible.
If student's work surpassed task expectations most of the time	AND	Work was not consistent with his/her skills and prior performance, and it was a decline in quality	THEN	Change the action during this task; it could be that task familiarity limited impact of action.
If student's work surpassed task expectations most of the time	AND	Work was not consistent with his/her skills and prior performance, and it was an increase in quality	THEN	Keep up with this action! It's a clear benefit to the student.

→ If the targeted action did **not** have a favourable impact on student success, choose one more action and monitor the recommended time period. You may also want to begin other parts of the protocol if a student's work continues to decline.

→ If the targeted action **did** have a favourable impact, continue its use and continue to monitor student progress.