

Learning Loss Support – Data Planning (PLC) Checklist

1. Assessment Standard 1: Uses a balanced system of assessment including diagnostic, formative, and summative to monitor learning and inform instruction

- Results from a variety of assessments are regularly analyzed to:
 - Inform instruction
 - Inform schoolwide plans
 - Provide feedback to students.
- School leaders have written procedures and expectations for:
 - Gathering assessment data
 - Vetting the assessments for quality
 - Analyzing the assessment results.
- Adjustments in teaching and collaborative planning take into account the results of assessments.
- Teachers understand the purpose of various types of assessments and use them appropriately.
- Students are aware of their progress toward meeting the standards and set goals for learning.

2. Assessment Standard 3: Uses common assessments to monitor student progress, inform instruction, and improve teacher practices.

- Staff collaboratively review district guidance pertaining to common assessments and determine which common assessments are needed (interim, end-of-unit, performance tasks, etc.) for grade levels and content areas.
- Teachers have a common understanding of assessment terms including definitions and appropriate use within the school.
- The process regarding how common assessments will be developed, administered, and analyzed includes professional learning support for teachers and scheduled time for teachers to meet.
- Teachers collaboratively analyze the results of common assessments to identify any possible instructional needs.
- Data will be used to identify and develop any schoolwide intervention processes needed to address and support students with identified deficits based on the assessment results.

Data Protocol

With monitoring, teachers and leaders engage in processes to find out if the students are getting the content and doing something about it if they are or are not. Effective teachers continually monitor to find out if students are succeeding in mastering the content. If students are successful, teachers extend the content; if students are struggling, teachers back up and determine ways to help them get it.



1. Norms and Routines

- Established protocols for time, location, required attendees, etc.
- Set list of questions established and answers prepared in advance
- Data set pre-determined; all members have reviewed their data and are prepared to actively participate

2. Triangulate Data

- Participants look at relevant materials: curriculum guides, teacher-created activities, assessments and determine alignment with each other and selected standard(s).
- Determine what was missing from instruction

3. Identify gaps and goals

- What were students expected to learn?
- What procedural understandings were missing or lacking?
 - Use ALDs or other resources to support discussion
- What were the learning targets? Success Criteria?
 - What was success “supposed” to look like?
- What level of success was achieved?

4. Plan for Action

- What instructional strategies were in place?
- What strategies were successful? How do you know? How can this be replicated?
- What instructional strategies were unsuccessful? Why?
- What instructional strategies will be implemented during the reteach?
- How will progress and success be measured?
- How will strategies address the needs of diverse learners?

5. Review Formative Data

- Look at student work samples
 - Notice and Wonder Protocol
 - “Tuning” as needed
- What scoring tool was used? Was it properly calibrated?

6. Evaluate Success and Determine Next Steps

- Were previously discovered learning gaps closed?
 - If not, how will implementation look moving forward?
 - If yes, then how will rigor be increased to extend learning?
 - If mixed, how will instruction be differentiated? What will groups look like?

