Figure 6.4: Common Formative Assessment Data Analysis for a Learning Target or Standard

1. Identify the priority standard or learning target assessed.

2. Identify the students who demonstrated learning at levels of advanced, proficient, close to proficient, or far from proficient. Total the number of students in each level for the team.

Advanced	Proficient	Close to Proficient	Far From Proficient

3. Look at samples of student work. What are the trends in thinking or reasoning unique to the advanced students? What are the trends unique to the proficient students? Continue with each level and write down the trends in student work for each.

Advanced	Proficient	Close to Proficient	Far From Proficient

4. Determine a collective plan to target interventions or extensions for each group of students. Which teacher will be responsible for the learning of each group? When will teachers re-evaluate the close-to-proficient and far-from-proficient groups to see if learning occurred?

Advanced	Proficient	Close to Proficient	Far From Proficient
Teacher:	Teacher:	Teacher:	Teacher:
		Date for re-evaluation:	Date for re-evaluation:

Source: Adapted from Kramer, S. V., & Schuhl, S. (2017). School improvement for all: A how-to guide for doing the right work. *Bloomington, IN: Solution Tree Press.*