

SIG for Monitoring Student Learning

Monitoring Student Learning	
Anchor Statement: Teams monitor student learning through an assessment process that includes daily checks for understanding, formative assessments aligned to learning targets, and team-created common formative assessments.	
Level of Implementation	Success Criteria
Next-Level PLC	All the items in PLC mastery, plus the following. <ul style="list-style-type: none"> Teachers constantly try to improve their common formative assessments, including by doing research. Vertical teams analyze each grade's common formative assessments to see a progression of skills and identify assessment reliability, validity, and biases. Teacher leaders coach other team members on proven high-leverage practices.
Mastery of PLC	<ul style="list-style-type: none"> Teams monitor student learning through a balanced assessment system consisting of summative assessments, in-class formative assessments, and frequent, team-developed common formative assessments based on the priority standards they used to create the guaranteed and viable curriculum. In the classroom, teachers use strategies to regularly check for understanding and formatively assess learning aligned to the targets. Teams administer a preassessment that aligns with a post-block assessment to see learning growth and to impact teaching. Teams administer a mid-learning common formative assessment to make instructional decisions during the instruction. The post-block assessment shows learning over the course of the unit. Teachers administer common formative assessments on the same date. Teachers construct their common formative assessments using the criteria for assessment creation.
Non-PLC	<ul style="list-style-type: none"> Teachers use no assessments, or different assessments to measure learning in the classroom. Teams use assessments in isolation that members did not create collaboratively. Teachers score in isolation rather than calibrating scoring with their team.