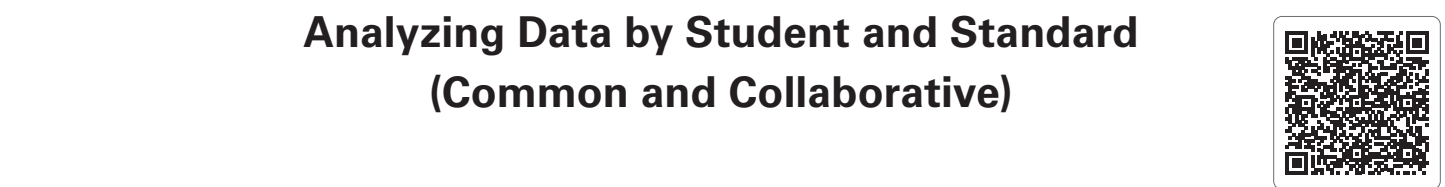


Analyzing Data by Student and Standard (Common and Collaborative)



Use the QR code to access this template as a Google Doc you can download and customize.

This protocol is designed to help teacher teams quickly and efficiently discuss student learning using a common assessment. If each teacher reviews their own assessment data prior to the team meeting, then the team should be able to collectively complete this activity within a typical team meeting of forty-five to sixty minutes.

1. Which specific students did not demonstrate mastery on which specific standards? Which specific students mastered the standard and need extension? Identify by the student, by the standard, and by the target, and list them in the space provided.
2. As a team, which learning targets require more attention?
3. Which instructional practices proved to be most effective? How do we know?
4. What patterns can we identify from the student errors? What were their misconceptions?
5. What instruction and intervention are needed for students who need additional time and support? Use the following graphic organizer to plan by specific need or misconception.
6. How will we extend learning for students who have mastered the standard or standards?
7. How can we improve this assessment? Does the assessment meet the rigor intended?

<p>Essential standard:</p>

Need Additional Time and Support <i>Minimal understanding</i>	Need Additional Time and Support <i>Some understanding</i>	Need Extension <i>Met grade-level targets</i>
Students:	Students:	Students:
Instructional Plan:	Instructional Plan:	Instructional Plan:

Source: Adapted from Mattos, M., Buffum, A., Malone, J., Cruz, L. F., Dimich, N., & Schuhl, S. (2025). Taking action: A handbook for RTI at work (2nd ed.). Solution Tree Press.