

Figure 5.6: Protocol for Using Common Formative Assessment Data

Steps	Team Notes
1. Set the stage. <ul style="list-style-type: none"> Establish the purpose of the meeting. Review norms (focusing on data norms). 	Two minutes
2. Review the focus of the assessment. <ul style="list-style-type: none"> Identify the essential learning targets we assessed and which questions we designed to assess each of them. Review the expectations for proficiency (for example, two out of three correct on a multiple-choice assessment, or a level 3 on the rubric). Discuss any questions we had when we scored student work. 	Two minutes
3. Discuss the data. <ul style="list-style-type: none"> For each target, identify how many students will need additional time and support. 	Five minutes Each team member must participate in this discussion.

Steps	Team Notes
<p>4. Determine student misconceptions and errors.</p> <ul style="list-style-type: none"> • For each target, identify which students need help. • Once we've identified the students who need help, regroup them by specific need (for example, students who made a calculation error versus students who chose the wrong solution pathway). 	<p>Ten minutes</p> <p>Be careful to do this step one essential learning target at a time.</p>
<p>5. Determine instructional strategies.</p> <ul style="list-style-type: none"> • Decide whether we will develop small groups for reteaching or if we will use a re-engagement lesson with the whole class. • Each teacher should share his or her original instructional strategy so that we can see if one strategy worked better for certain students. • For each target and for each mistake or misconception, develop a plan to help students move ahead on their learning of that target. • If necessary, go back to best practice information about how to teach the concept or about what strategies work best for struggling students. Consult instructional coaches or specialists if necessary. 	<p>Fifteen minutes</p> <p>Make sure that all team members have the same understanding of what this will look like.</p>
<p>6. Develop the items that we will use to monitor whether students met the learning target after this response. This will provide information about which students still need help on this essential target.</p>	<p>Ten minutes</p> <p>This reassessment may be done orally or may be a version of the original assessment.</p>

Source: Bailey, K., & Jakicic, C. (2017). Simplifying common assessment: A guide for Professional Learning Communities at Work. Bloomington, IN: Solution Tree Press, p. 82.