Professional Learning Communities

PLC Question 2: How do we know students are learning it?

Examine Data or Student Work

An effective Data Analysis Protocol:

- Provides teams with a process to objectively analyze and discuss student learning
- Begins with student strengths as evident through the data
- Guides the discussion about specific learning areas for growth as evident through the data (re-engagement)
- Provides opportunity for teachers to share effective instructional strategies as evident through the data
- Leads the team to take action based on the data

Loose: Team can choose the data analysis protocol they want to use

Tight: A data analysis protocol must be used

Common Formative Assessments (CFA)

Formative: Any time a student has an opportunity to receive feedback and try again

Common: Every student in that course/grade has the same opportunity and the team is responding as a system

How does a team decide which learning targets warrant a CFA?

- *The learning target is **hard to teach***
- *The learning target is **hard to learn***
- *The learning target is **worth the time it takes to intervene***

Professional Learning Communities

Common Formative Assessments (CFA) *cont*.

Conditions for CFAs

Conditions to consider BEFORE administering the assessment:

- Notes/Open Book?
- Calculators/Devices?
- How much time will students have to complete the assessment?
- Will students work individually or with a partner?
- How will we answer/address student questions during the assessment?
- Will teachers review questions with students before assessment?
- Will anchor charts be posted or covered?
- Will we allow for chunking of assessment?

*The above ideas are not intended to act as an exhaustive list

Common Scoring Agreements for CFAs

Questions to consider BEFORE administering and scoring the assessment:

- Does a student earn credit/points for showing their work?
- If there are points assigned, can students earn partial credit for their work? And if so, how?
- If using a rubric/proficiency scale, what types of mistakes can a student make and still be considered proficient? How will the team determine proficiency?
- What if a student does not put his/her name on the paper?
- If a student does not answer a number of questions/section (accidentally), how will this be addressed/scored?

*The above ideas are not intended to act as an exhaustive list