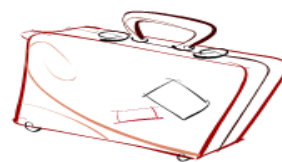


The Standards

Week 1



Bring PLC binder containing Common Core standards, progressions, etc. for your content area to the meeting



Select and commit to Common Core standard(s) for the given cycle. Write student friendly learning targets, discuss pre-assessment, and preplan instructional methods using teacher resources – 45 minutes



RTI-academic and non-academic—30 minutes



For next week, bring pre-assessment/formative data for discussion

Teacher _____	Date _____	Cycle _____	
Identify Standard # and specific Learning Targets to be assessed. *Standards for Math Practice-Math teachers only	Identify underpinnings that are required for student mastery of assessed Learning Targets. (Where am I now?)	Identify instructional strategies/resources that will be used to help students learn the content. (How will I get there?)	Identify the essential VOCABULARY that will be used to address the standard.
Standard # _____ I can...			
Standard # _____ I can...			
Standard # _____ I can...			
Standard # _____ I can...			
Standard # _____ I can...			

Formative Planning

Week 2



- ★ Bring **PLC Binder**, **resources for questioning/feedback strategies**, and **evidence of preassessment/formative data**.
- ★ Use preassessment/formative data to plan questioning/feedback strategies to further student learning -45 minutes
- ★ **RTI-academic and non-academic** – 30 minutes
- ★ **For next week** – bring a **draft of your upcoming Common Assessment**.

Formative Planning-Week 2

Teacher _____ Date _____ Cycle _____

Student Group: _____

Learning Target/SMP (*Math Only*) being addressed: _____

Student Misconception being addressed: _____

Success Feedback	
Planned Intervention Feedback	
Student Reaction	
Next Steps	
Evidence of Growth (Follow-Up)	

Common Assessment

Week 3



- ✓ Bring the draft of your upcoming **common assessment**.
- ✓ Utilize protocol sheet to analyze the assessment – 45 minutes
- ✓ Provide meaningful feedback for revisions & correct *immediately*
 - Final Assessment copy due on Wednesday
- ✓ RTI-academic and non-academic – 30 minutes
- ✓ For next week...to be determined during PLC.

*After Christmas, 3rd-5th grade will refer to the Common Assessment (formative) as the Learning Check (summative).

PLC Review of Common Assessments

Teacher: _____

Grade & Content Area: _____

Reviewer: _____

Revised Assessment due: _____

✚ Cycle Number: _____

Question #	Target Type	Common Core	Appropriate Vocabulary	Comments:
MC #1				
MC #2				
MC #3				
MC #4				
MC #5				
MC #6				
MC #7				
MC #8				
MC #9				
MC #10				
MC #11				
MC #12				
MC #13				
MC #14				
MC #15				
MC #16				
MC #17				
MC #18				
MC #19				
MC #20				
SA #1				
SA #2				
SA #3				
SA #4				
SA #5				
ER #1				
ER #2				







Types of Extended Responses used for this assessment:

- ◇ Constructed Response
- ◇ ~~Scaffolded~~
- ◇ 2 or more relatively independent
- ◇ Choice
- ◇ Response to Provided Info./Charts/Graphs

Quality Instruction

Week 4



-  Bring **PLC Binder** and **quality research-based instructional example** Formative Planning Week 2 Document (hand-outs if necessary)
-  Teacher share out time, discussion of Quality Instruction, and student work - **OR**
-  Video of Quality Instruction & Debriefing of Non-Negotiables **OR**
-  Classroom Walkthrough & Debriefing (using school-wide instrument)- 50 minutes
-  RTI-academic and non-academic – 30 minutes
-  For next week – bring completed **performance calculator summary**

Data Analysis

Week 5



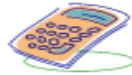
Bring:

- **PLC Binder, Pre-Assessment Analysis Spreadsheet, Formative Planning Document, AND a copy of your common assessment**
- **Performance calculator summary - 45 minutes**
- **RTI-academic and non-academic - 30 minutes**



Reflect upon PLC discussion to provide feedback to students to continue learning.

Student Work
 Item Analysis
 Questioning for Teachers
 Week 5



Teacher Name _____
 Achievement Score _____
 Gap Score _____

Date _____ Cycle _____
 Percent P/D Score _____
 Percent Novice Score _____

1. How does the overall pre-assessment data compare to the summative data? Explain.

2. Is there a specific question in which the majority of the class scored poorly? Did this happen due to content knowledge or was the question unclear?

3. Look at your MC, ER, and SA breakdown. In which area did your students score better? Why?

Formative Planning Names	Pre-assessment Score	Summative Score

4. Did the focus group show growth? Explain.

5. If they did not show growth, what are your next steps?

6. What impact did formative planning have on student learning? Explain.

7. Briefly describe your plan of action for addressing interventions for ANY student not showing growth?

