ASSESSMENT & ACCOUNTABILITY DATA PROTOCOL

	Prep the work before arriving	Who's Doing the Work?
Prepare It Before the meeting	● **What is the ONE Assessment we will focus on at this meeting?** _____	**Team Names:**

	See and Analyze the Gap	Describing the Data
See It *Big idea:* **What do you notice?**	● **Analyze the Data?** 　o **Where did students do well?** (e.g., specific concepts, skills) 　o **Where did students struggle?** (e.g., common errors, misconceptions) 　o **What patterns or trends do you notice?** (e.g., consistently low performances on a particular standard) 　o **What evidence do you have?** (e.g., specific student work samples, item analysis)	

	State the Misunderstanding	Interpreting the Data
Name It **Big idea:** **What do you wonder?**	● **What possible explanations do we have for the results?** (Brainstorm multiple factors that may be contributing, consider VUSD embedded practices, instructional blocks, and student background) ● **Identify the gap:** 　o **What are the key gaps?** (e.g., Is it a performance gap, an instructional gap, a resource gap, or something else)	

	Plan the Action Steps	What do we do in response to the data?
Do It **What are you thinking now?**	● **What questions about the data does this raise for you?** (What do you want to investigate further) ● **Are there things you'd like to try on your campus as a result of looking at this data?** (e.g., targeted interventions, professional learning) ● **What will we continue/start/stop doing?** (Identify specific actions to improve student outcomes)	

IMPORTANT STEPS TO CONSIDER

"Allow participants five minutes for individual reflection."

"Engagement is highest with collaborative structures and poster paper."

Teacher / PLC Action Planning Guide

Prep It (Plan with precision)

☐ Identify priority standards most critical for student success.

☐ Unpack standards into clear, measurable skills.

☐ Review student work samples aligned to assessments.

☐ Anticipate common misconceptions students may have.

☐ Decide which assessment data to anchor discussion (formative, benchmark, summative).

See It (Analyze and observe)

☐ Examine student data for trends and subgroup performance.

☐ Compare exemplar work to actual student responses.

☐ Identify the specific step in the standard where students struggle (not just the overall score).

☐ Highlight "bright spots" where strategies worked, and ask why.

☐ Track error patterns (conceptual misunderstanding vs. procedural slip).

Name It (Define the gap and strategy)

☐ Name the exact skill gap in student-friendly language.

☐ Agree on the **root cause** (e.g., lack of background knowledge, vocabulary gap, missed prerequisite skill).

☐ Select 1–2 high-leverage instructional strategies (e.g., guided practice, modeling, think-alouds, sentence frames).

☐ Decide what *success* looks like — how will we know the gap is closed?

☐ Establish SMART goals for intervention (specific, measurable, time-bound).

Do It (Take action and monitor)

☐ Design a short, focused reteach lesson (10–15 minutes, skill-specific).

☐ Plan targeted small-group interventions based on student needs.

☐ Incorporate frequent checks for understanding (CFUs) into lessons.

☐ Assign each PLC member to track progress for specific student groups.

☐ Re-assess with a common formative check within 1–2 weeks.

☐ Share and reflect on intervention results in the next PLC meeting.

Leadership Checklist for Addressing Student Learning Gaps

Prep It (Plan and set the stage)

☐ Ensure PLCs have access to the right data (benchmark, formative, summative).

☐ Schedule structured PLC time focused on *instructional next steps* (not just admiring the problem).

☐ Provide exemplars of strong data analysis protocols.

☐ Clarify priority standards and district expectations.

☐ Identify which teachers/teams need extra support with data analysis.

See It (Observe the data and instruction)

☐ Join PLC meetings to listen for precision in data conversations.

☐ Observe classrooms during reteach/intervention cycles.

☐ Compare schoolwide data to grade-level/department data for alignment.

☐ Note whether teachers are focusing on specific student work, not just averages.

☐ Identify patterns across PLCs (recurring gaps, bright spots, subgroup performance).

Name It (Define the gaps and leadership response)

☐ Push PLCs to clearly articulate the **skill gap**, not just the score gap.

☐ Name the instructional practices that need reinforcement (e.g., checks for understanding, scaffolding).

☐ Establish clear campus-wide non-negotiables for intervention practices.

☐ Highlight and celebrate effective teacher strategies as models.

☐ Set measurable targets for growth tied to upcoming assessments.

Do It (Act, support, and monitor)

☐ Provide resources (time, intervention staff, materials) to support reteaching.

☐ Conduct targeted learning walks focused on whether interventions are implemented.

☐ Give real-time feedback to teachers during data cycles.

☐ Ensure frequent progress monitoring (mini-assessments, exit tickets) is happening.

☐ Revisit PLCs within 1–2 weeks to review progress and adjust plans.

☐ Share success stories with the whole staff to build momentum.