

## Using Data From Assessments

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
<b>Using the correct data for the purpose</b> (See chapter 6, page 77.)	We haven't yet explored whether the assessments we're using match their purpose.	We have started identifying the purpose of each assessment before we use it. We are learning about wide-angle and close-up questions so that we carefully choose the assessments we use.	We are using a variety of assessments confidently as we match the assessment type to our purposes.	We have evaluated the variety of assessments we use and have eliminated those that are redundant and added those that we still needed.
<b>Using protocols for data discussions</b> (See chapter 6, page 77.)	We haven't yet developed and used protocols in our assessment work.	We understand why protocols are necessary to keep our data discussions focused and on track. We've started to use them but aren't yet comfortable with the process.	We use different protocols in our data discussions, depending on what type of assessment data we have. We are confident that we are able to navigate complex issues without getting sidetracked.	We evaluate the effectiveness of our data discussions. We look at both efficiency and effectiveness and discuss how to improve both.
<b>Developing an effective response</b> (See chapter 6, page 77.)	Our responses to assessments are not always effective.	We are learning how to develop our responses to common formative assessments student by student and learning target by learning target. We are also using our summative assessments more effectively to evaluate our SMART goals, identify students who urgently need help, and evaluate our pacing guides and curriculum units.	We are confident that we can effectively use both common summative and common formative assessments to plan corrective instruction and intervention. We design these responses based on the results from specific assessments.	We evaluate the effectiveness of our responses to both summative and formative assessments. We are comfortable changing our practices when the evidence shows us we need to.