

Protocol for Using Common Summative Assessment Data

Steps	Team Notes
1. Set the stage. <ul style="list-style-type: none"> Establish the purpose of the meeting. Determine the desired outcome. Review norms (focusing on data norms). 	Three minutes
2. Review the focus of the assessment, addressing the following questions. <ul style="list-style-type: none"> How are the data from this assessment organized? What learning targets or standards were measured? How do we determine proficiency? 	Five minutes Ensure input from all participants.
3. Discuss the data. <ul style="list-style-type: none"> Working individually, each teacher should examine the data, looking for fact statements and not drawing any inferences or conclusions. Take turns sharing the facts; the recorder takes notes. Once everyone has listed the facts, the group then begins to develop inferences and conclusions. <ul style="list-style-type: none"> How many students were proficient, not proficient, and beyond proficient? Discuss patterns in the data such as how clusters of students (by subgroup, by teacher) performed, how any specific interventions affected growth, and how changes in pacing or instructional strategies affected performance. If we are using this assessment for screening or progress monitoring, identify the students who need continued support and those who need less support. 	Fifteen to twenty minutes Record the facts first and then the inferences and conclusions.
4. Develop the action plan. <ul style="list-style-type: none"> Develop the plans for how to use the data to work with flexible student groups, change pacing if needed, and consider any instructional strategies to add. 	Fifteen to twenty minutes
5. Set goals for improvement. <ul style="list-style-type: none"> Discuss what we learned from these data and what follow-up assessments we will use. Consider any obstacles or stumbling blocks the discussion identified. Discuss ongoing efforts and strategies designed to ensure quality initial instruction. If appropriate, review the SMART goal this assessment measures, and tweak as necessary. 	Eight to ten minutes Identify no more than three strategies to directly impact achievement in this area.
6. Determine agreed-on actions and results indicators. <ul style="list-style-type: none"> What indicators will we use to determine the effectiveness of the results of this action plan? How will we know if this plan is effectively improving student achievement? 	Five minutes Record decisions and summarize for the group.