

**Below are examples of collaborative teams unpacking essential standard, unit planning, creating and using common formative s assessments, analyzing the data to form intervention groups, and the achievement data. As you can see, the collaborative teams below all have different ways of collecting data. Even though this is not yet systematic, each team shows evidence of student growth on essential standards. Next year, we will have a systematic approach.**

### **Kindergarten WIN 2021-2022**

The Kindergarten collaborative team uses this document. They use common formative assessments and use the data to form new intervention groups as needed by student by target.

[Kindergarten WIN Data 2021-2022](#)

### **1st Grade R.F. 1.3 2021-2022**

R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. C: know final -e

[Essential Standards Unit Plan](#)

[Formative Assessments](#)

[Data](#) - We had a lot of students out sick, so as you'll see there are lots of gaps in our data.

### **3rd Grade RF 3.3 2021-2022**

- [Grade 3 Core Phonics Survey](#) October 2021
  - After assessing all students using the CORE Phonics Survey, teachers intervened based on student need for sections A-K only. Below is an example of data collected after the intervention groups “Class Copy of Data”
  - [Class Copy of Data](#) (follow-up from gaps in CORE Phonics from fall -sections A-K)
- [RF 3.3 Template Common Planning Sheet](#) (created for Spring 2022) - Classroom teachers created this learning plan to address multisyllabic decoding at tier 1. This is a working document and includes learning targets, common formative assessments, instructional activities and resources.
  - [Samples of data](#) which was collected for all students before instruction, formatively, and students will be assessed using section L of the CORE Phonics Survey for a summative data point this month (May 2022)