

### PLC Question #1:

What is it we want our students to learn?

## District 96 Assessment Continuum and Data Analysis Repeating Cycle for Units of Instruction

### PLC Question #2:

How will we know if each student has learned it?

**Pre-Unit Get CLEAR Protocol:** -Create collective understanding, Look at the Calendar and initial Instructional Plan, Examine Assessment Administration and Attitude, Anticipate instructional planning/student needs and student involvement and Review Unit Rubrics

Optional  
Pre-assessment  
with Data  
Conversation

Data  
Driven  
Instruction

Formative  
Classroom  
Assessments

Data  
Driven  
Instruction

During-Unit  
Common Formative  
Assessments  
With Data  
Conversation

Data  
Driven  
Instruction

End of Unit  
Common Formative  
Assessment with Data  
Conversation

#### Pre-assessment (PA)

- Administered at least one to two weeks in advance
- Used to determine what students already know to tailor the instructional unit plan and/or differentiate to meet specific student needs
- May or may not be common

#### Formative Classroom Assessment (FA)

- Administered daily
- Used to make decisions in the moment or day-to-day (checklists, observations, conferencing, etc.)
- May or may not be common

#### During-Unit Common Formative Assessments

- Administered during the unit of instruction within a defined window
- Used to check-in on student *progress toward* mastery of essential learning outcomes
- Common at the team and/or District Level

#### End of Unit Common Formative Assessment

- Administered at the end of a unit of instruction within a defined window
- Used to assess *current level* of mastery after a significant amount of instruction
- Common at the District Level

### PLC Question #3:

How will we respond when some students don't learn it?



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### PLC Question #4:

How can we extend the learning for students who have demonstrated proficiency?