

# Data Team Pre-Assessment Process Sheet

Date: 5/1/17

Name of Assessment: ATOD Unit PreTest

Type of Assessment: Pre-Assessment (complete steps 2-7)

**Step 2: Collect and Chart Data:**

As a team, decide on cut scores for each student group (Close to proficiency, Far to go but likely, Far to go and in need of intervention) and chart students. If you are charting in another way, please attach that form.

Column cut scores	Proficient or Higher 36-40			Close to Proficient 30-36			Far-to-go/Approaching 25-29			In Need of Intervention 24 or less			
	Teacher	Total # of students	# of students	%	# of students	%	Student Names	# of students	%	Student Names	# of students	%	Student Names
	Grest	31	10	32%	10	32%	Jace, Ella, Bri, Addison, Valentina, Ella, Noah, Sylvia, Jason P, Victor	9	29%	Blake, Joe, Callie, Gwen, Efran, Ben, Oskar, Sophia, Thomas	2	6%	Jasmine, Avery
	Benson	24	8	33%	7	29%	Hazel, Adam, Jason, May, Yessinia, John, Pedro	4	17%	Cara, Ethan, Vivienna, Taj	5	21%	Ricardo, Leah, Michael, Annabella, Jerome
	Lowry	26	6	23%	9	35%	Sierra, Christian, Jesus, Derek, Sammie, Zephir, Anna, Pepper, Zeb	8	31%	Eliana, Zach R, Santino, Abby, Bertie, Greg, Manny, Stephanie	3	12%	Zahra, Maria, Faith
	<b>Total:</b>	<b>81</b>	<b>24</b>	<b>30%</b>	<b>26</b>	<b>32%</b>		<b>21</b>	<b>26%</b>		<b>10</b>	<b>12%</b>	

**Step 3: Analyze Data and Prioritize Needs**

Notes for Next Year/Reflection

Focus Group: In Need of Intervention

Performance Strengths	Inference	Notes for Next Year/Reflection
Performance Errors and Misconceptions	Inference	Notes for Next Year/Reflection
* The Error/Need we have prioritized to address first is:		

**Step 4: Select Common Instructional Strategies**

Notes for Next Year/Reflection

What will we do? Based on the prioritized need from Step #2, consider which effective strategies your team agrees to use to respond to that need. Consider: GLAD/SIOP, RA, Differentiation etc.

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**Step 5: Determine Results Indicators**

How will we use this strategy? What will it look like/sound like if we do the selected strategy well? Consider how you will increase rigor, decrease scaffolds, and follow gradual

What will the teacher do?	How will you use this strategy?	

What will the student do?	Other than just listening...?	

What will we look for in student work?	Use this question to generate your Progress Monitor and record the date by when you agree to give it.	

Assessment Name: \_\_\_\_\_ To be given by: \_\_\_\_\_

**Step 6: Create a Theory of Action**

If we \_\_\_\_\_ then \_\_\_\_\_ % of our students will be able to \_\_\_\_\_ by \_\_\_\_\_.

**Step 7: Reflect, Monitor and Evaluate the Process**

If you have not already taken time to reflect throughout the process (and recorded in the column on the right), take a few minutes to record notes here.

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