

Reading DAP #3

Formative Assessment

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| Subject | Reading | Grade level | |
| Team Members | | | |

Step 1: Choose Your Data & Analyze

(i-Ready, power goals, unit assessments, master track, standards mastery, etc.)

Insert other data sheet/tracker here

Or use this one below (from i-Ready - can be used for non-i-Ready sorting of student levels as well)

| Teachers | Mid- or Above-Grade Level | Benchmark Early On Grade Level | Strategic One Grade Level Below | Intensive 2 Grade Levels Below | High Intensive 3 Grade Levels Below |
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Step 2: Reflection

Look at the overall grade level data. What trends do you notice in the domains and skills students had success and where the support is needed?

| Bright Spots (e.g., higher placement levels, success with a specific domain, more than expected progress toward growth measures) | Areas for Improvement (e.g., lower placement levels, struggle with a specific domain, less than expected progress toward growth measures) | Students Please list the names of students who have not made growth/progress. Students of major academic concern. (about 1 - 2 students per class) |
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Step 3: Take Action!

Whole-Grade-Level Action Plan

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| <p>Unit Planning Implications</p> <ul style="list-style-type: none"> • How will your grade-level data and noticings affect your upcoming unit planning and instruction? • What is your plan as a grade level to support student achievement? • Think about UDL supports and strategies. | |
| <p>Materials</p> <p>What materials/tools need to be created/used to support this work? (slides, seesaw lessons, ready teacher toolbox, etc.)</p> | |
| <p>Support</p> <p>What support is needed (if any) to support your grade level team? (e.g. unit planning support, lesson creation, materials and resources, etc.)</p> | |

Individual Teacher Action Plan Notes:

- Make your groups using the “instructional grouping profiles” OR “3 or 5 level placement” OR a combination of the two as you see fit.
- Make a copy of this table for each member of your team. Each teacher should have their own table.
- Be specific about your plan for your groups of students
- Use your teammates to collaborate on ideas and share plans as needed.
- Co-teaching teams may complete together as you see fit for your shared students.

Individual Teacher Action Plan

What is your plan for supporting your groups of students? Be specific with the groups, skills targeted, when they will be addressed, and how/with who.

Teacher:

| Group (include student names) | Strengths What domains/skills is this group successful with? | Targeted Skills for improvement What domains/skills will be taught to support this group? | When, how and with who? Specific details of when you will meet, how you will meet, and which teacher is giving instruction. |
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