

DATA TO ACTION

Making **formative** assessment work for every learner

Grades 6–12 • All subjects • 60 minutes

Check → **Interpret** → **Respond** → **Recheck**



Start with a decision

25 students completed an exit ticket.

8 Meeting

Students demonstrate the target understanding.

11 Developing

Students show partial understanding.

6 Not Yet

Students show a gap or misconception.

YOUR TURN

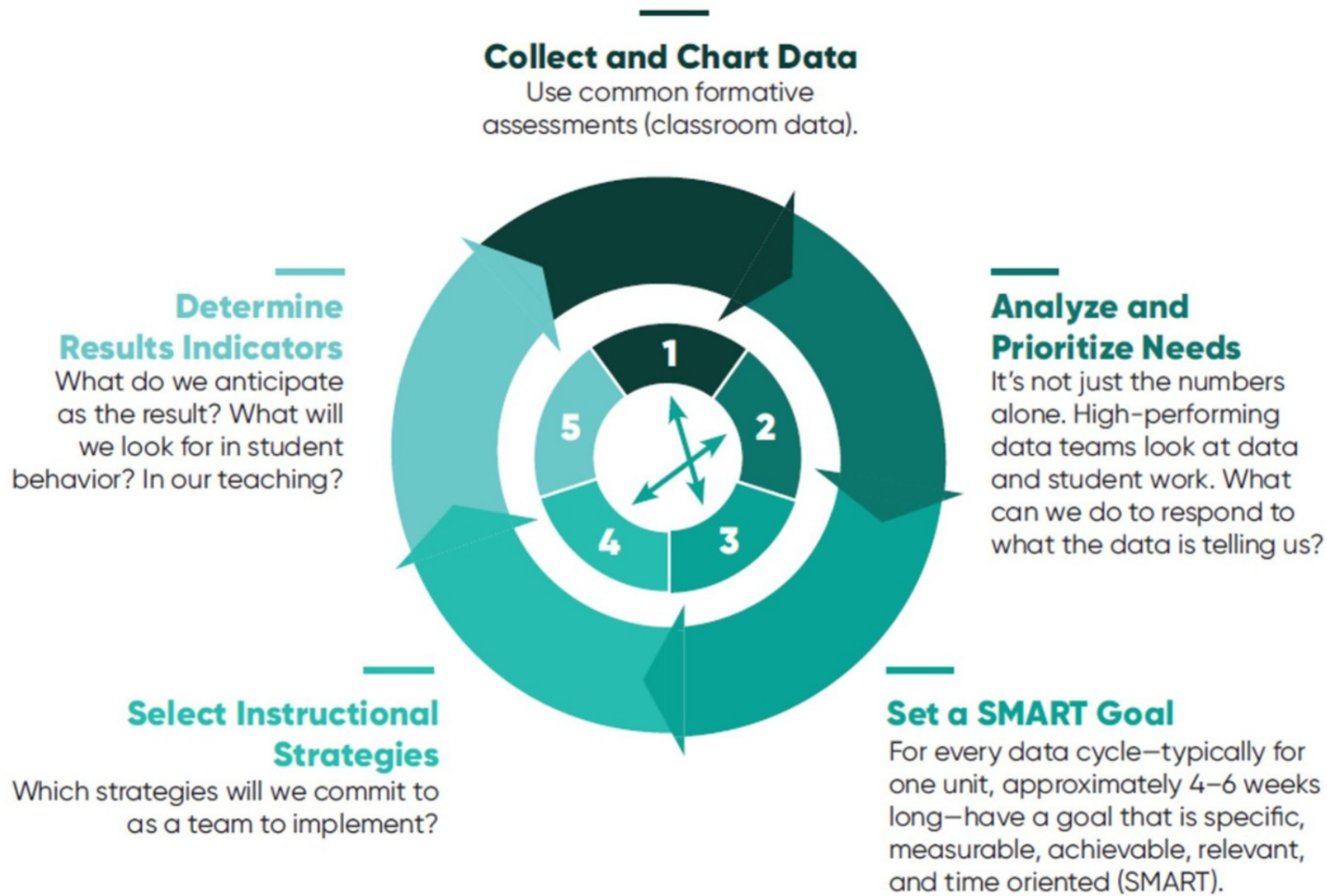
What would you do in the next lesson?

- Think independently (30 seconds).
- Compare your decision with a partner.
- Be ready to explain what evidence informed your choice.



Students, write your response!

Our shared cycle



Evidence is only useful when it helps us decide what to do next.



Formative evidence looks different across subjects

CORE SUBJECTS

Maths: worked problem + explanation

Science: model + claim/evidence

English: annotation or class discussion

SPECIALIST SUBJECTS

PE: skill observation checklist

Arts/music/drama: rehearsal or draft

Design/CS: prototype or debugging task

THE COMMON THREAD

A clear learning target

Observable success criteria

A decision based on the evidence

The evidence can vary. The process stays the same.

Formative Assessments

Different Ways. Same Goal.

Give students multiple ways to show what they know, understand, and can do!



SAY IT

Oral explanation • discussion • conference • teach-a-partner • debate



Oral explanation

Discussion

Conference

Teach-a-partner

Debate



WRITE IT

Exit ticket • journal • short response • reflection • error analysis



Exit ticket

Journal

Short response

Reflection

Error analysis



SHOW IT

Drawing • diagram • concept map • model • infographic



Drawing

Diagram

Concept map

Model

Infographic



DO IT

Demonstration • role play • performance task • investigation • problem solving



Demonstration

Role play

Performance task

Investigation

Problem solving



REFLECT ON IT

Self-assessment • peer feedback • traffic light • learning reflection • goal setting



Self-assessment



Peer feedback



Traffic light



Learning reflection



Goal setting

More ways to assess = More ways to grow!

Methods to Check for Understanding

Gather real-time evidence to adjust instruction instantly

CHECKLISTS

- Quick binary tracking (Yes/No)
- Best for specific skill mastery
- Focuses on key procedural steps
- Fast to fill during active work

OBSERVATIONAL NOTES

- Qualitative evidence & anecdotes
- Captures student thinking process
- Identifies misconceptions live
- Highlights peer interaction

SINGLE-MARGIN RUBRICS

- Evaluates criteria levels
- Clear success criteria for all
- Provides actionable feedback
- Supports student self-check

Choose the tool that gives you immediate, actionable insight without delaying learning.

	CCSS.ELA-Literacy.SL.9-10.1.a Come Prepared	CCSS.ELA-Literacy.SL.9-10.1.c Pose and Response to Questions
Chandler		
Phoebe		
Ross		
Rachel		
Joey		
Monica		
Richard		
Janice		
Emily		
Janine		

	CCSS.Math.Content.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
Chandler	
Phoebe	
Ross	
Rachel	
Joey	
Monica	
Richard	
Janice	
Emily	
Janine	

Activity: Be a data detective

Grade 7 science: explaining a phenomenon

18 / 25

Can describe what happened.

10 / 25

Use relevant scientific evidence.

7 / 25

Clearly connect evidence to explanation.

GROUP TASK

- NOTICE: What patterns stand out?
- INTERPRET: What might explain the pattern?
- ACT: What will you change in the next lesson?
- RECHECK: What evidence will show whether it helped?

3 min analyze • 5 min agree • 5 min share



Students, write your response!

From evidence to an instructional decision

WHAT WE KNOW

Most students can describe the phenomenon, but fewer connect evidence to their explanation.

WHAT WE MIGHT DO

Model how to connect a claim to evidence and reasoning; scaffold students who need it.

WHAT WE WILL RECHECK

Ask students to explain a new example using evidence and reasoning.

Discuss

- What would you want to see in the actual student responses?
- Would every student need the same follow-up?
- How would you know whether your next lesson made a difference?



Students, write your response!

A simple tracker—not another gradebook

One row per formative check. Keep the routine short.

Date / class	Learning target	Formative check	Evidence snapshot	Instructional response	Recheck
Oct 20 G7B	Explain cause effect	Exit ticket	8 secure 11 developing 6 not yet	Model reasoning; small-group support	Parallel question

Start with class-level patterns. Track individual students only when follow-up is needed.

Keep the data routine manageable

TAB 1 • FORMATIVE LOG

- Date and class
- Learning target
- Assessment / success criteria
- Evidence snapshot
- Instructional response
- Recheck date and result

TAB 2 • CLASS OVERVIEW

- Recent learning targets
- Patterns across checks
- Rechecks due
- Follow-up actions
- Brief reflections on what helped

GUARDRAILS

- Not every check needs a grade
- Not every student needs a score entry
- Use student names only when needed
- Keep student information secure

Design test: Could you update it in about two minutes after a lesson?

How formative assessment drives student learning

1. PROACTIVE

Differentiation

Anticipate student needs before gaps widen. Adjust instruction dynamically based on real-time evidence to support struggling learners and challenge secure ones.

2. FEEDBACK

Conferencing

Ground discussions with students and parents in concrete work samples and targeted data, making learning goals and progress explicit and actionable.

3. ACCURACY

Grading

Ensure grades reflect genuine mastery of targets rather than compliance. Continuous checks reduce surprise outcomes at summatives.

***** Key Principle: Effective formative assessment must be designed intentionally via backwards planning. *****

Design a formative check

1. TARGET

What should students know or be able to do?

2. CHECK

What quick task will reveal their thinking?

3. CRITERIA

What will successful learning look or sound like?

4. RESPONSE

What will you do if students struggle—or are secure?

5. RECHECK

What new evidence will show whether learning improved?

Example: design a formative check

1. TARGET

Key Ideas and Details: CCSS.ELA-Literacy.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students will select relevant textual evidence to support both an explicit interpretation and an inference, explaining how the evidence supports their thinking.

Class Discussion on a Topic

2. CHECK

- What does the author explicitly state about the issue? Cite one relevant piece of evidence.
- What can you infer from the text? Cite evidence and explain how it supports your inference.

3. CRITERIA

Students can:

- Identify an accurate, relevant detail explicitly stated in the text.
- Draw a reasonable inference supported by the text.
- Explain how the selected evidence supports their answer, rather than only using a quote.

Example: design a formative check

4. RESPONSE

Action: Students choose irrelevant quotations or weak evidence

Response: Model how to select stronger evidence.

Action: Students identify evidence but struggle to explain an inference

Response: Use a think-aloud and a scaffold such as: “I can infer ____ because the text states ____, which suggests ____.”

Students who demonstrate secure understanding can analyze a more complex inference or compare competing interpretations.

5. RECHECK

Give students a short passage and one question either requiring an explicit interpretation or an inference supported by textual evidence. Compare their responses against the same success criteria to see whether they can transfer the skill independently.

Your turn: design a formative check

1. TARGET

What should students know or be able to do?

2. CHECK

What quick task will reveal their thinking?

3. CRITERIA

What will successful learning look or sound like?

4. RESPONSE

What will you do if students struggle—or are secure?

5. RECHECK

What new evidence will show whether learning improved?

Partner feedback: Is the check aligned, quick to interpret, and useful for a decision?

Commit, share, and exit

Before you leave, complete these four statements:

- 1 My learning target is...
- 2 My formative check will be...
- 3 Based on the evidence, I might...
- 4 I will recheck learning by...

What will you do differently because of the evidence you collect?

Students, write your response!



A small pilot, then refine— Observations Next Week

Try it

Use a tracker for one learning target.

Reflect

What did the evidence reveal? What changed?

Collaborate

Share one example and refine the template.

Success = evidence changes instruction—not the number of rows logged.

THE GOAL ISN'T MORE DATA.

It's better decisions about learning.

CHECK → INTERPRET → RESPOND → RECHECK

Thank you



<https://tinyurl.com/ycycht85>

Professional Meeting Log 2026-2027

Meeting Name:

Data Literacy
Monday Oct. 19