

## “Unwrapped” Standard

### DOK Levels:

Skills (students will do)	Concepts (students will know)	Bloom’s Level

DOK Ceiling: ☐ DOK 1 ☐ DOK 2 ☐ DOK 3 ☐ DOK 4

## Data Team Formative Assessment

Directions:

## Rubric

Proficient	Close to Proficient	Progressing	Needs Practice

Teacher							
# Students							
# Proficient or Higher							
% Proficient or Higher							
# Close							
% Close							
Students Close							
# Progressing							
% Progressing							
Students Progressing							
# Needing Practice							
% Needing Practice							
Students Needing Practice							

**Norms, Standard, and Assessment:** The Data Teams Facilitator goes over the norms. The team will self-assess on implementation of the norms at the end of the meeting. The team does a quick overview of the “unwrapped” standard and assessment before analysis begins.

## Step 2: Analyze Data and Prioritize Needs

Identify strengths and performance errors. Please indicate one priority per student group (indicate using bold italics, or by underlining).

Students Proficient and Higher	
Performance Strengths	Inferences
Next Steps:	

## Data Team Minutes Template (continued)

DATA TEAMS 4 LEARNING  
Appendix C

Students Close to Proficient	
Performance Strengths	Inferences
Performance Errors & Misconceptions	Inferences
Prioritized Need:	

## Data Team Minutes Template (continued)

Students Progressing	
Performance Strengths	Inferences
Performance Errors & Misconceptions	Inferences
<b>Prioritized Need:</b>	

Students Needing Practice	
Performance Strengths	Inferences
Performance Errors & Misconceptions	Inferences
Prioritized Need:	

### **Step 3: Set, Review, and Revise Incremental SMART Goals**

The percentage of \_\_\_\_\_ scoring  
[students]

Proficient or higher in \_\_\_\_\_  
[standard]

will increase from \_\_\_\_\_ to \_\_\_\_\_  
[present state] [goal]

by \_\_\_\_\_  
[next Data Team meeting]

as measured by \_\_\_\_\_  
[assessment]

and administered on \_\_\_\_\_  
[date assessment given]

## Step 4: Select Instructional Strategies

Students Proficient or Higher				
<b>Next Step:</b>				
Selected Instructional Strategies	Learning Environment	Time–Duration of Instruction	Materials for Teachers and Students	Assignments and Assessments
Students Close to Proficient				
<b>Prioritized Need:</b>				
Selected Instructional Strategies	Learning Environment	Time–Duration of Instruction	Materials for Teachers and Students	Assignments and Assessments
<b>Same as Above, PLUS:</b>				



## Data Team Minutes Template (continued)

Students Progressing				
<b>Prioritized Need:</b>				
Selected Instructional Strategies	Learning Environment	Time–Duration of Instruction	Materials for Teachers and Students	Assignments and Assessments
Same as Above, PLUS:				
Students Needing Practice				
<b>Prioritized Need:</b>				
Selected Instructional Strategies	Learning Environment	Time–Duration of Instruction	Materials for Teachers and Students	Assignments and Assessments
Same as Above, PLUS:				

## Step 5: Determine Results Indicators

Students Proficient or Higher		
Prioritized Next Step:		
Selected Instructional Strategy:		
Results Indicators	Adult Behaviors:	
	Student Behaviors:	
	What to Look for in Student Work:	

Students Close to Proficient		
<b>Prioritized Need:</b>		
<b>Selected Instructional Strategy:</b>		
<b>Results Indicators</b>	Adult Behaviors:	
	Student Behaviors:	
	What to Look for in Student Work:	

## Data Team Minutes Template (continued)

DATA TEAMS 4 LEARNING  
Appendix C

Students Progressing		
Prioritized Need:		
Selected Instructional Strategy:		
Results Indicators	Adult Behaviors:	
	Student Behaviors:	
	What to Look for in Student Work:	

Students Needing Practice		
<b>Prioritized Need:</b>		
<b>Selected Instructional Strategy:</b>		
<b>Results Indicators</b>	Adult Behaviors:	
	Student Behaviors:	
	What to Look for in Student Work:	