# Leveraging Formative Assessment Data

In her blog *#LATICinsights: Using Data As Your Driver*, Dr. Nancy Sulla describes the *Learner-Active, Technology-Infused Classroom* as a data-driven learning environment. "With data as the driver, teachers can plan *benchmark lessons*, *small-group mini-lessons*, and *activity lists* to ensure that all students' needs are being met."

As teachers, it is our responsibility to ensure that all of our students are learning at high levels. The best way to meet the individual needs of your students is through an analysis of formative assessment data. After implementing and collecting data from a variety of formative assessments, plan your next steps based on the data.

*Skill(s) and/or Standard(s) Addressed:*

_____

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Temperature Gauges** | Reflect on how you adjust pacing of lessons based on student responses to Temperature Gauges. | **Student-Directed Assessments** | Consider how you support students in identifying next steps based on their own self-assessments. To what extent are students' perceptions of their progress aligned with your assessments? | **Breakpoints** | Identify the skills and/or concepts you will address based on data. Refer to your *Scaffold for Learning* to identify learning activities to add to the *activity list.* Create new learning activities if needed. | **Comprehensive Assessments** | Identify the skills and/or concepts you will re-teach based on data. Refer to your *Scaffold for Learning* to identify learning activities to add to the *activity list.* Create new learning activities if needed. |



© 2019–2022, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.