Classroom Evaluation of Kentucky Department of Education Key Core Work Processes
(*How will we know they have learned it?*)

Review, Analyze, and Apply Data

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	• How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim • How do teachers ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? • What questions are teachers trying to answer with the data that they collect? • What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction? • How do teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? • What system is in place for teachers to monitor students' progress on standards in order to know when they have achieved mastery? • How do students know where they are in their own progression of learning? • What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? • What processes are in place to ensure students have a voice in the monitoring/evaluation of classroom improvement cycles?	
Greatest Impact Most **5 4 3 2 1** Least		