## Data Analysis Tool

## Subject \& Grade Level:

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Instructions:
Complete Sections 1-3 before PLC using data from MasteryConnect
Complete Section 4 during PLC

## Section 1:

Note: Percentage of Student Mastery = Percentage of individual students scoring $80 \%$ or better for the specific standard Ex: $12 / 24$ students $=50 \%$

Subject Area $\qquad$

| Period | Classroom <br> 1 | Classroom <br> 2 | TClassroom <br> 3 |  |
| :---: | :--- | :--- | :--- | :--- |
| \% of Student at or <br> above Mastery <br> Standard: |  |  |  |  |
| \% of Student Near <br> Mastery <br> Standard: |  |  |  |  |
| \% of Student Below <br> Mastery <br> Standard: |  |  |  |  |

Section 2:
Name and Claim Students for Standard(s) Recovery
(Identify the students in each period that were below mastery. On MasteryConnect, these are your students in the "Near Mastery" and "Remediation" categories.)

Homeroom Teacher $\qquad$
$\bullet$

Homeroom Teacher $\qquad$
-

Homeroom Teacher $\qquad$
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## Subject \& Grade Level:

## Section 3:

## BEFORE PLC Questions:

Which standard(s) have a high number of correct responses ( $80 \%$ mastery or above)? - Identify question(s) and the percent correct

| Homeroom Teacher | Homeroom Teacher | Homeroom Teacher |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |

What standard(s) seem most difficult for students (Below 80\% mastery)? - Identify question(s) and the percent correct

| Homeroom Teacher | Homeroom Teacher | Homeroom Teacher |
| :---: | :---: | :---: |
|  |  |  |

## Section 4:

$\square$
Date:
Members Present:

## DURING PLC Questions:

What instructional strategies were most effective leading up to the assessment?

Did we notice anything unusual (trends, etc) during the assessment that should be addressed? For example: discrepancies in demographic groups (gender, race, ethnicity, socioeconomic status)

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Describe the plan for re-assessing students that did not achieve mastery:


| Enrichment Strategies for Students At or Above Mastery |  |  |  |
| :--- | :--- | :--- | :--- |
| Standard___ | Standard | Standard __ | Standard __ |
|  |  |  |  |
|  |  |  |  |

