

**Table 5.2:  
High-Quality Data Checklist**

Data Type	Essential Questions	What Data Can Answer This Question?	How Are Data Monitored? How Often?
<b>Collaborative Teacher Teams</b>			
<b>Formative Data</b>	<p>What assessment tools are used to determine student learning?</p> <p>Can we identify students (by name and need) who are not proficient?</p> <p>How is feedback provided to students?</p> <p>How are students expected to take action on the feedback?</p> <p>Are rubrics given to students to assist with self-assessment?</p>		
<b>Tasks</b>	<p>What are the common student misconceptions for this learning target?</p> <p>Is this a trend for all or just a specific subpopulation?</p> <p>What are the literacy demands of the student mathematical tasks?</p>		
<b>Intervention</b>	<p>What interventions are provided in the class as well as outside the class?</p> <p>How many students are attending the required intervention?</p> <p>How frequent is the intervention?</p> <p>How is the intervention deemed to be successful for students?</p>		

Data Type	Essential Questions	What Data Can Answer This Question?	How Are Data Monitored? How Often?
<b>Schoolwide or Districtwide Teams</b>			
<b>Summative Data</b>	<p>What percent of our students are achieving As, Bs, and Cs?</p> <p>What percent of students are receiving Ds and Fs?</p> <p>What percent of students are not proficient on the assessment instruments we use?</p> <p>Are there defined benchmark assessments that are not being met by the students?</p>		
<b>Accessibility</b>	<p>What is the student participation rate in each course by subgroups?</p> <p>What percent of students at each grade level are enrolled in college-readiness courses?</p>		
<b>Attendance</b>	<p>Do varying levels of attendance affect grade-distribution rates? How do you know?</p>		