

Literacy Data Analysis & Instructional Practice Checklist



Learning
MATTERS

School Support

Professional
Development

The iDeal
Approach

LMIT Certification

Resources

A Data Collection & Processes

- Shared understanding exists across staff for how spelling, reading and writing data are collected (protocols, timing, tools).
- Spelling and reading data are collected consistently each term.
- Clear guidance on which stage/level students should be assessed on (e.g., benchmark expectations per year level).
- Clear process for assessing students up to the next stage when mastery is demonstrated.
- Students are being assessed at the expected stage for their year level (spot-check records).
- Attendance data are reviewed alongside literacy data to check for patterns or barriers.
- Data are disaggregated by year level, cohort, and priority learner groups (e.g., Māori, Pasifika, ELL).

B Data Analysis & Reflection

- Current reality is summarised (overall achievement levels, risk percentages, growth).
- Commentary around the data is documented (e.g., cohort strengths, emerging gaps, shifts over time).
- Teacher voice captured to add context (e.g., 'We've seen stronger progress in later terms').
- Evidence of student engagement or attitudes (optional but valuable).
- Identify whether Tier 1 instruction sufficiency needs review (e.g., >20% below benchmark).
- Decisions documented for next instructional moves or interventions.

Checklist continued...



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C Teaching Expectations & Fidelity

- Literacy teaching time is protected on the timetable (minimum four sessions per week).
- All teachers are teaching at least four structured literacy sessions per week.
- Explicit, direct instruction (systematic phonics, decoding, morphology, vocabulary) is observed in classrooms.
- Teachers have participated in observations and coaching sessions to build consistent practice.
- Opportunities have been provided for peer observations (teachers visiting other classrooms).
- Teachers have engaged with professional learning modules, webinars, or instructional videos (e.g., iDeal).
- Leaders have checked for consistency across year levels and tiers (Tier 1 vs Tier 2/3 alignment).
- Follow-up monitoring or walk-throughs are scheduled to ensure practices remain consistent.

D Systems & Supports

- Resources (decodable texts, assessment tools) are readily available to staff.
- Intervention programs (Tier 2/Tier 3) are matched to student needs and progress monitored regularly.
- Time is allocated for data discussions within teams or PLCs.
- Professional learning plans link data trends to targeted training or coaching.
- Leadership communicates findings and next steps to families and the wider community where appropriate.