

# 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 is collected (protocols, timing, tools).
- ☐ Spelling and reading data is 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 is reviewed alongside literacy data to check for patterns or barriers.
- ☐ Data is 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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## 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.