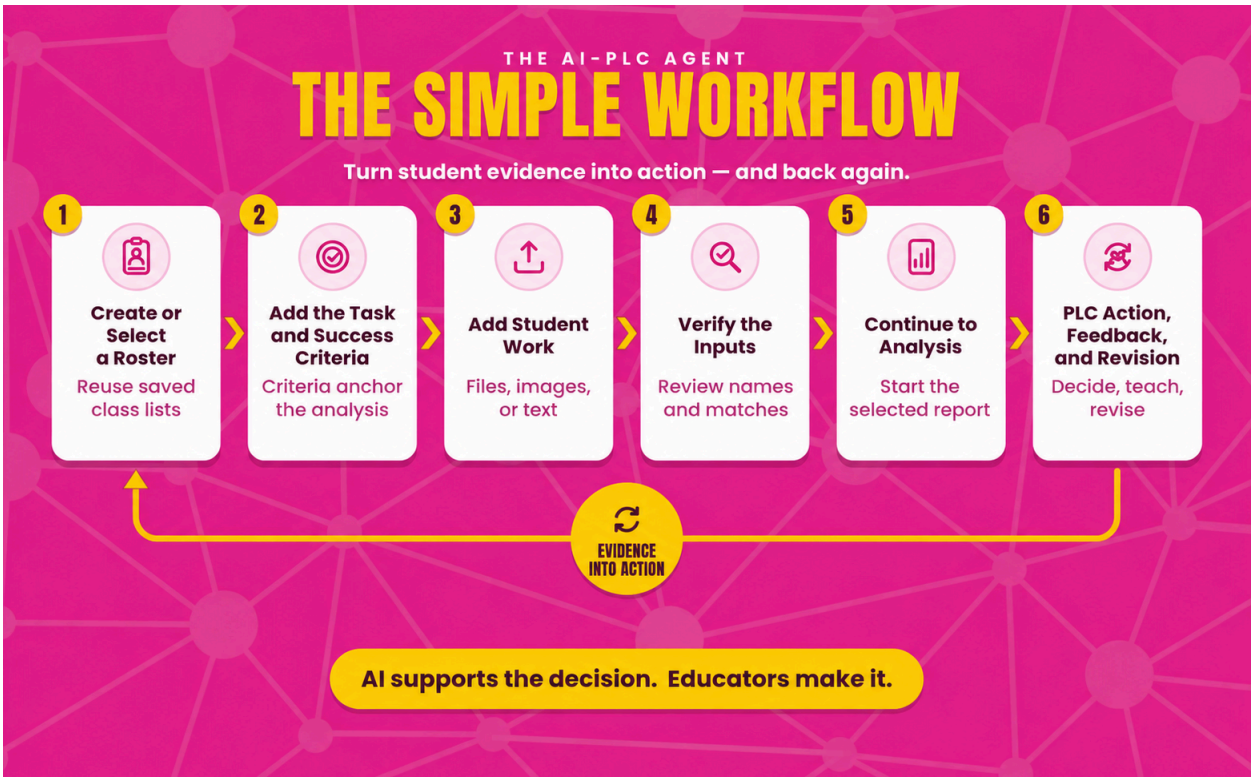
GETTING STARTED WITH THE AI-PLC AGENT



Turn student evidence into action.



The AI-PLC Agent offers evidence interpretations, draft feedback suggestions, and instructional options for educators to review. Teachers and PLCs examine the original work, question the recommendations, and decide how to respond.

Educators provide authorized evidence and Success Criteria.

The Agent does not deliver student feedback or assign classroom groups.

Educators choose and share feedback and determine all actual classroom groups.

Videos and Additional Guidance

Short how-to videos and additional guidance are available on the Getting Started page. Scan a QR code on pages 3 through 7, scroll to the footer menu at the bottom of the website, and select Getting Started. Each box names the video connected to that step.

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What You Need to Get Started

- A current class roster
- The Task students completed
- The Success Criteria students used for the Task
- Student Work Samples
- An (optional) Scoring Guide for additional context

Choose the Level of Support You Need

Choose an authorized protocol that fits your planning question. Each protocol stands on its own. The outputs are initial interpretations and recommendations for educators to review against the original work.

Includes	Class Snapshot	Class Action Report	Teacher Playbook
Best when you need to...	See classwide patterns and priorities	Review draft feedback and next-step options	Add detailed instructional support
Success Criteria Check	✓	✓	✓
Strengths and Misconceptions	✓	✓	✓
Whole-Class Instructional Recommendations	✓	✓	✓
Performance Bands	✓	✓	✓
Performance Band Instructional Recommendations	✓	✓	✓
Draft Glows, Grows, and Reflection Questions		✓	✓
Detailed Lessons, Teacher Moves, and Scaffolds			✓
Mastery Goals and Progress Monitoring			✓
Summary Dashboard			✓

One Agent. Three levels of depth.

About Performance Bands

The current reports can generate Beginning, Developing, Proficient, and Advanced suggestions about evidence on a particular Task. These are AI interpretations, not independently educator-assigned judgments or overall learner labels. Educators check the original evidence. A band does not assign a classroom group, and missing work is not Beginning performance. Local restrictions apply even when an educator reviews the output.

Step 1 · Create or Select a Class Roster

Where authorized, saved class rosters can be selected for later tasks. Use only the information approved for matching work to learners, and review the roster before each run.

When Creating a New Roster

- Give the roster a clear name, such as Grade 7 Math – Period 2.
- Add students directly or upload a CSV or Excel file.
- Include only the authorized names or IDs required by the matching workflow. Add a preferred name only when needed and permitted.
- Review duplicate or incomplete records and correct spelling errors before saving the roster.

When Using an Existing Roster

- Select the saved roster for the class and review it before each new analysis.
- Update the roster when students enter or leave the class or when names change.
- Use the same roster for later assessments so student matching stays consistent.

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VIDEO CONNECTION

How to Create and Edit Class Rosters

Create, update, and reuse the class roster.

1. Scan to open the AI-PLC Agent website.
2. Scroll to the footer menu at the bottom.
3. Select Getting Started for videos and other information.

How the Roster Is Used

Roster Function	What It Does
Student matching	Connects each submission to the correct student using names and IDs.
Quality check	Flags duplicate, missing, uncertain, or unmatched records for teacher review.
Report organization	Connects draft feedback suggestions and class patterns to the educator-verified class list.
Roster reuse	Lets teachers use one saved class list across multiple assessments and revision cycles.

Important: Student work does not need to be in roster order. The system uses names and IDs to match submissions, not the sequence of the files or rows.

KEEP ROSTER DATA FOCUSED

Include only information authorized for matching. Follow school and district requirements for source files, rosters, identity mappings, and reports. The Agent is for educators; students do not log in or interact directly with it. Educators decide what feedback to communicate and which students work together.

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VIDEO CONNECTION

How to Create and Edit Class Rosters

Review how the roster supports student matching.

1. Scan to open the AI-PLC Agent website.
2. Scroll to the footer menu at the bottom.
3. Select Getting Started for videos and other information.

Step 2 · Add the Task and Success Criteria

Add the materials that define what students were expected to do and what quality work should show.

- **Task:** The prompt, problem, performance task, or question students completed.
- **Success Criteria:** The specific evidence students were expected to demonstrate.
- **Optional Scoring Guide:** A rubric, proficiency scale, or teacher scoring notes that can support the analysis.

THE SUCCESS CRITERIA ARE THE ANCHOR

Use clear Success Criteria for the Task. A scoring guide supplies context; it does not authorize AI grading. Check each interpretation and draft recommendation against the criteria and original work. Generated content may be inaccurate or misaligned even when inputs are correct.

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VIDEO CONNECTION

How to Upload and Analyze Student Work

Prepare the Task and Success Criteria for upload.

1. Scan to open the AI-PLC Agent website.
2. Scroll to the footer menu at the bottom.
3. Select Getting Started for videos and other information.

Step 3 · Add Student Work Samples

Upload only authorized evidence. The workflow uses codenames during analysis and reconnects results to the roster for the report. Masking names does not make every file or processing stage anonymous.

Common File Types

- PDF files
- Word documents
- Spreadsheets or CSV exports
- Google exports
- ZIP files containing multiple submissions

Help the System Match Work Correctly

- Use only the authorized name or ID needed to match a submission. Do not add identifying information that the workflow does not require.
- Make sure multi-page submissions stay together.
- Include all available work, even when some responses are incomplete.
- Review any submission the system marks as unmatched or uncertain. The platform should not guess when the evidence is unclear.

MISSING OR INCOMPLETE WORK

Missing work is not Beginning performance. Separate missing, unreadable, incomplete, and unmatched submissions. Gather more evidence when needed. Check every band suggestion and feedback draft against the work.

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VIDEO CONNECTION

How to Upload and Analyze Student Work

Upload student work and check the submissions.

1. Scan to open the AI-PLC Agent website.
2. Scroll to the footer menu at the bottom.
3. Select Getting Started for videos and other information.

Step 4 · Verify the Inputs and Student Matches

Before analysis begins, review the inputs and permitted use. This check can reduce errors; educators must also review the generated report against the original work.

- ✓ The correct roster is selected and the class list is current.
- ✓ The Task accurately reflects what students completed.
- ✓ The Success Criteria reflect what students were expected to demonstrate.
- ✓ Each student submission is matched to the correct student.
- ✓ Duplicate, missing, incomplete, and unmatched submissions have been reviewed.
- ✓ The Optional Scoring Guide supports the criteria but does not add expectations students were not given.

Review Student Privacy

Select Review Student Names to check matches and codenames. Source files, rosters, mappings, and reports still require authorized handling.

When the inputs and matches are correct and the protocol and data are authorized, select Continue to Analysis.

WHY VERIFICATION MATTERS

The AI-PLC Agent analyzes the evidence provided. It does not independently know what students were taught, what the teacher intended, or whether a submission was matched to the wrong student. Educators verify the inputs and student matches before analysis begins.

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VIDEO CONNECTION

How to Upload and Analyze Student Work

Review student matches before continuing to analysis.

1. Scan to open the AI-PLC Agent website.
2. Scroll to the footer menu at the bottom.
3. Select Getting Started for videos and other information.

Step 5 · Continue to Analysis

After you select Continue to Analysis, the Agent generates initial interpretations and recommendations for the selected protocol. Follow progress in the left-side navigation. Use the PLC Assistant during the run to question and refine the output.

What You Will See

For a Class Snapshot, the analysis includes:

- Success Criteria Check
- Strengths and Misconceptions
- Whole-Class Instructional Recommendations
- Performance Bands
- Performance Band Instructional Recommendations

Class Action Report: Adds draft Glows, Grows, and reflection questions for educator review. Teachers decide what feedback, if any, to communicate.

Teacher Playbook: Adds lesson ideas, teacher moves, scaffolds, draft learning goals, progress-monitoring suggestions, and a planning summary for educators to adapt.

When analysis is complete: Open View Report. Check interpretations and requested revisions against the original work and Success Criteria. Review the named or masked report before downloading, and handle it under school and district requirements.

Question and refine with the PLC Assistant

Ask for an explanation, more or less detail, or alternative instructional strategies. Explain where you disagree and request a revision.

For a particular response, use its exact displayed randomized ID to revise draft Glows, Grows, or reflection questions while names remain masked. IDs do not follow roster or upload order. Do not add names to the chat.

Try: What evidence supports this recommendation?

Try: For [displayed ID], revise the Grow to name one next step supported by the work and Success Criteria.

Review the revised output and completed report before deciding what to use.

Move from Evidence to Action

1. Examine the evidence. Compare each interpretation with the original work, Success Criteria, and classroom context. Correct or reject unsupported conclusions.

2. Choose the priority. Use the evidence your team verifies to decide which Success Criterion or learning need to address next.

3. Plan the response. Educators use criterion-specific evidence to decide each group's membership, focus, and duration. Bands never assign classroom groups.

4. Decide what to use. Review and adapt draft feedback, lessons, and other recommendations. Educators choose and communicate feedback to students. The Agent does not deliver feedback directly to learners.

5. Build in revision. Give students another opportunity to practice, use feedback, revise, and demonstrate growth.

6. Collect new evidence. Use the next task or response to determine whether the instructional action worked.

AI SUPPORTS THE DECISION. EDUCATORS MAKE IT.

The Agent suggests interpretations and options. Educators check the original work, challenge assumptions, and decide what to teach and communicate. They determine all groups and revisit them as new evidence emerges.

From Class Reports to the PLC Mastery Pulse

When teachers use a common Task and Success Criteria, their class reports can become the starting point for collective inquiry across the PLC.

1. Generate an authorized class report. Choose Class Snapshot, Class Action Report, or Teacher Playbook only when the protocol and information are permitted for the intended purpose.

2. Review the interpretations. Each teacher compares the report with the original work, corrects unsupported conclusions, and checks which revisions appear in the completed report.

3. Bring class reports together. The PLC uses any of the three class report types in the PLC Mastery Pulse Report protocol to examine patterns across classrooms.

4. Examine possible patterns. The PLC Mastery Pulse Report summarizes submitted class reports and suggests instructional options. Check that Tasks, criteria, and samples are comparable before interpreting differences.

5. Decide what to do together. The team identifies a collective instructional response, determines what evidence it will collect next, and decides when it will return to examine impact.

THE WHAT, THE SO WHAT, AND THE NOW WHAT

Use class reports and the PLC Mastery Pulse Report for collaborative inquiry. Educators check the original evidence and choose next steps. Reports do not establish overall mastery, teacher effectiveness, grades, placements, or services.

Final Readiness Check

Before continuing to analysis, confirm:

- The tool, protocol, purpose, and information are authorized.
- The roster is current and submissions are matched correctly.
- The Task and Success Criteria reflect what students were asked to do.
- Missing or insufficient evidence is identified separately.

Before using the report, confirm:

- Interpretations and requested revisions have been checked against the original work.
- Educators have chosen the feedback to communicate and determined all actual classroom groups.
- The team has planned the instruction and the evidence it will collect next.
- The output will not be used for AI grading or other prohibited decisions.

SUPPORT FOR EDUCATOR INQUIRY

The Agent organizes evidence and proposes interpretations and options. Its outputs can be incomplete or wrong. Teachers and PLC teams examine the work, question recommendations, and decide what feedback and instruction students receive.



TURN STUDENT EVIDENCE INTO ACTION.

Meet the AI-PLC Agent — your team's friendly evidence-analysis assistant.

This quick-start guide walks teachers and PLC teams through five simple steps, from selecting a class roster to generating reports your team can act on.

The Agent offers initial interpretations and recommendations. Educators check the evidence, decide and communicate feedback, and determine all classroom groups.

AI-PLC Agent



The Core Collaborative