

Discussion Questions

Develop Your Data Mindset: Essentials of Educational Data Use Module 4 - Balanced Assessment System and Assessment Calendar

This document includes discussion questions relevant to Module 4 of *Develop Your Data Mindset: Essentials of Educational Data Use*. The questions may help guide individual reflections or group discussions with pre-service or in-service educators following completion of Module 4. Discussion questions for consideration are as follows:

- What are examples of classroom assessments administered in schools?
- What are examples of district interim assessments administered in schools?
- What are examples of standardized assessments administered in schools?
- Is it important for student academic proficiencies, or other student attributes, to be measured in a consistent (i.e., standardized) way? Why or why not?
- Why would it be important to know whether similarities or differences in the extent to which academic proficiencies, or other student attributes, are being developed between classrooms, grade levels, schools, districts, cities, states, etc.?
- How could education stakeholders know whether there are similarities or differences in the extent to which academic proficiencies, or other student attributes, are being developed between classrooms, grade levels, schools, districts, cities, states, etc. if they are not measured in a consistent (i.e., standardized) manner?
- Although some people may think standardized assessments do not represent a utopic solution for measuring academic attributes, are they the best available current solution for consistent measurement? If standardized assessments are not the best solution for consistently measuring academic attributes, what other solutions exist?
- What are the 8 considerations identified in the "Educational Data Use Scope of Study" framework? What are the options listed for each consideration?
- What are examples of district interim assessment data that a teacher could analyze in preparation for differentiating instruction to students?
- What are examples of classroom formative assessment data that a teacher could analyze in order to differentiate instruction to students?
- What are examples of data a teacher could analyze to identify students who may be at risk for poor learning?
- How could an assessment calendar be helpful to teachers?
- If an instructional period represents 1 academic year, what are examples of ONGOING assessments that could be administered to students throughout the year? Which students would be assessed with these assessments? When would students be assessed with these assessments? How would a teacher use the assessment results?
- If an instructional period as represents 1 academic year, what is an example of a PERIODIC assessment that could be administered to students during the year? Which students would be assessed with the assessment? When would students be assessed with the assessment? How would a teacher use the assessment results?
- If an instructional period as represents 1 academic year, what is an example of a ONE-TIME assessment that could be administered to students during the year? Which students would be assessed with the assessment? When would students be assessed with the assessment? How would a teacher use the assessment results?
- If an instructional period represents 1 unit delivered by a teacher, what are examples of ONGOING assessments that could be administered to students throughout the unit? Which students would be assessed with these assessments? When would students be assessed with these assessments? How would a teacher use the results?
- If an instructional period represents 1 unit delivered by a teacher, what is an example of a PERIODIC assessment that could be administered to students during the unit? Which students would be assessed with the assessment? When would students be assessed with the assessment? How would a teacher use the results?
- If an instructional period represents 1 unit delivered by a teacher, what is an example of a ONE-TIME assessment that could be administered to students during the unit? Which students would be assessed with the assessment? When would students be assessed with the assessment? How would a teacher use the results?
- How much assessment in education is necessary?
- How much assessment in education is too much?

