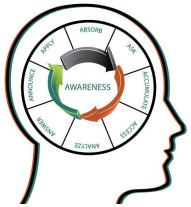

Develop Your Data Mindset

Module 4 - Balanced Assessment System and Assessment Calendar
Part 2 - Balanced Assessment System and Assessment Calendar

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Learning Goals

- Increase knowledge of how the Educational Data Use Scope of Study framework may be used to build a balanced assessment system

SLDS Data Use Standards

- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES
- K.2.D Data Context: Knows the circumstances and purposes for which data are collected

Teacher Thought

If I walk through the appropriate lens of the Educational Data Use Scope Framework, focusing on my purpose for data use, then I will know the answers to populate my assessment calendar.

Welcome Back Email from Principal Mary Carter

Great Plains Faculty,

Welcome back to day two of fall professional development. Today and tomorrow you will have the entire day to work in your classrooms before the students arrive. Ideally, you will have time to meet with your departments or teams and to build your assessment calendars. Some of you had questions about building your assessment calendars yesterday after our sessions, so I have asked Ryan Kelly to meet with each of you individually today and/or tomorrow, at your request. If you meet with him, then you are excused from working during fall student registration in the morning, so you can gain back the planning time you lose during your training/meeting. Please sign up for a time to meet on the sign-up sheet in the lounge. Also, don't forget that the band boosters provided bagels for you, and they are in the lounge.

Have a great day!

Principal Mary Carter

Balanced Assessment System

Teacher:

I really appreciate you making time to walk me through this. I am just a bit overwhelmed with my back-to-school planning, and this assessment calendar is a new concept to me. My scores always come back great, but I have never really known how to use them to improve my instruction. I'm hoping you can help me figure out how to actually interpret and apply my students' data, so I can be a better teacher. I figure, if they can go through all these grueling tests, then the least I can do is learn from their data and support them with a better learning experience.

Educational Data Use Scope of Study

Ryan Kelly:

Let's do exactly that! This is SO exciting! Let's focus on using the Educational Data Use Scope of Study Framework to walk through a situation. What is one goal you have this year?

Teacher:

Each year I want to differentiate instruction for my students. I attended a workshop on it a few years ago, but when I get started, I end up getting overwhelmed. I'm not sure exactly where to start or what data to use.

Ryan Kelly:

This is a PERFECT example for what we talked about yesterday. I don't even need an extra cup of coffee to get started on this scenario. Do you mind if I draw a few things out on your board?

Educational Data Use Scope of Study

Ryan Kelly:

First, let's look at the purpose of the data lens, and then you will select the lens that addresses the purpose of the data. Next, we are going to move through each step in the framework so you can see how it can be applied in a contextual example to narrow the focus of a question you could answer using data. The eight steps in the framework will help you identify what to use in order to gain the new knowledge or understanding you are seeking when identifying the purpose of a question that requires data to answer it.

Activity

Instructions: Select the scope of study elements relevant to the contextual need for data use, assessment name, and question(s)

- **Context:** Teacher planning differentiated instruction for all students in a classroom at various times throughout the year
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is each student's performance level?

Identify the appropriate element for each consideration based on the details above

- Type of disciplined inquiry
- Purpose(s) of required data
- Participant(s) in the study
- Type(s) of required data
- Decision maker of data collection methods
- Frequency of data collection
- Unit level of analysis
- Focus of the question(s)

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Type(s) of disciplined inquiry		
Assessment	Evaluation	Research

Purpose(s) of required data		
Formative	Summative	Other

Participants in the study			
Students	Parents	Staff	Other

Type(s) of required data					
Student learning	Demographic	Perception	School process	Behavior	Other

Decision maker of data collection methods			
Teacher	School/District	State	Other

Frequency of collection			
Ongoing	Periodic	One-time	Other

Unit level of analysis	
Individual	Group

Focus of the question(s)				
Performance	Highest / lowest	At / above / below expected	Positive / negative trend	Other

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Activity

Instructions: Select the scope of study elements relevant to the contextual need for data use, assessment name, and question(s)

- **Context:** Teacher differentiating instruction based on student knowledge relevant to current learning targets at various times throughout the year
- **Assessment name:** Various classroom formative assessments
- **Question(s):** Which students know what needs to be known relevant to the current lesson? Which students do not know what needs to be known relevant to the current lesson?

Identify the appropriate element for each consideration based on the details above

- Type of disciplined inquiry
- Purpose(s) of required data
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Activity

Instructions: Select the scope of study elements relevant to the contextual need for data use, assessment name, and question(s)

- **Context:** Teacher conducting universal screening on all students after a beginning of year or mid-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Which students may be at risk for poor learning? Which students may need enrichment?

Identify the appropriate element for each consideration based on the details above

- Type of disciplined inquiry
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Educational Data Use Scope of Study

Teacher:

Wow. That really takes the guesswork out, and narrows it down to eight easy steps that really anybody can do. I feel almost scientific, and like I'm not guessing which steps to do. I realize we only looked at three examples, but I feel like I can apply this process to other examples as well.

Ryan Kelly:

Sure. You know we only scratched the surface, but I wanted you to see that this process can be used for ideas other than just differentiating instruction, like you originally requested. You know we have several other tests and test schedules where we could apply this. Oh, and speaking of schedules, let's work on your assessment calendar!

Educational Data Use Scope of Study

Ryan Kelly:

Here's the same matrix with a few more details about circumstances that warrant the use of student learning data (see next slide). For example, data collected periodically -- such as on a fall or winter NWEA MAP, Renaissance STAR, or aimsweb assessment -- could be utilized for universal screening purposes by analyzing data to answer a question about whether a student is performing at, above, or below the cut score -- that is, the expected level of performance -- for tier 1 intervention. A teacher could use periodic NWEA MAP, Star, or aimsweb data for a classroom level goal evaluation purpose by analyzing data to answer a question about whether the overall class performance showed a positive, negative, or neutral trend in performance throughout the year. A teacher on a school improvement team could use state assessment data collected one time per year for a district level academic goal setting purpose by analyzing data to answer a question about which grade levels represent the highest or lowest levels of performance.

Scope of Study Elements Matrix - Student Learning Data

Unit level of analysis / frequency of collection	Focus of the question			
	Performance level	At / above / below expected level of performance	Highest / lowest levels of performance	Positive/ negative / neutral trend in performance
Individual - Student				
Ongoing	-	(instructional delivery)	-	-
Periodic	(instructional planning) (goal setting)	(universal screening) (goal monitoring) (goal evaluation)	(diagnostic) (goal setting) (goal monitoring)	(progress monitoring) (goal evaluation)
One-time	-	-	-	-
Group - Classroom				
Ongoing	-	-	-	-
Periodic	(instructional planning) (goal setting)	(goal monitoring) (goal evaluation)	(goal monitoring) (goal setting)	(goal evaluation)
One-time	-	-	-	-
Group - School/District				
Ongoing	-	-	-	-
Periodic	-	(goal setting) (goal evaluation)	(goal setting) (goal evaluation)	(goal setting) (goal evaluation)
One-time	-	(goal setting) (goal evaluation)	(goal setting) (goal evaluation)	(goal setting) (goal evaluation)

Educational Data Use Scope of Study

Teacher:

Ok...Are we going to start on my assessment calendar? Time is ticking.

Ryan Kelly:

Righto...Errr...I got a bit carried away there.

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how the Educational Data Use Scope of Study framework may be used to build a balanced assessment system				

Well Done

You have completed this module part. You can begin the next lesson when you are ready.