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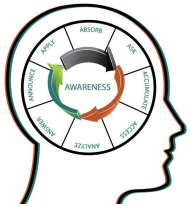

Develop Your Data Mindset

Module 4 - Balanced Assessment System and Assessment Calendar
Part 3 - Balanced Assessment System and Assessment Calendar

By Nathan Anderson, Amy Ova, Wendy Oliver, and Derrick Greer

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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 calendar

SLDS Data Use Standards

- S.1.B Alignment: Aligns question(s), type of data needed, and measurement tools (e.g., ASSESSMENTS, surveys, etc.) with goals and objectives

Teacher Thought

Now that I understand how to apply the Educational Data Use Scope of Study framework, how can I plan my assessment strategies in order to diversify and personalize instruction?

Assessment Calendar

Awesome question. It is as if you are psychic! I bet you can interpret predictive data. Errr… Anyway, as we build our annual assessment calendar, let's focus on the key details in each of the eight steps.

In each example, the *broad type of disciplined inquiry* will be assessment and/or the evaluation process; the *participants* in the study will be students; the *type of data* will be student learning -- and in some cases -- demographic data.

After we identify the *scope of study elements* for each example, you will see where the example fits into the Great Plains annual assessment calendar.

Assessment Calendar

Here's a template of the **assessment calendar** we will be build. The calendar will summarize the use of assessment data throughout the district. You will be able to use the calendar as guide to implementing a balanced assessment approach with your students during the year. The first column specifies assessments that will be administered throughout the year. The second column specifies students who should complete each assessment. The third column specifies when students will be assessed. The fourth column specifies how teachers and districts could use the results.

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)

Assessment Calendar

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

- **Context:**
- **Assessment name:**
- **Question(s):**

Ryan Kelly:
Let's practice filling in the calendar based on something with which you are very familiar.

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
For this exercise, the scenario is ta teacher providing differentiated instruction for all students in a classroom at various times throughout the year.

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
Just given the contextual information above, you can fill in some components of the assessment calendar automatically, without even thinking too much. You already know that the assessment in this scenario is Great Plain's district interim assessment, so let's fill that in. Note that NWEA MAP, Renaissance Star, and aimsweb are in parentheses. These are examples of interim assessments that could be administered by districts. Typically, a district would administer only one of these interim assessments during a given test term; however, some districts may choose to administer more than one if they conclude that data from multiple interim assessments during the same test term will help them make better decisions.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)			

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
You also know that the district interim assessment is administered to all students in the district, including all students in your classroom

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12		

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
Now let's walk through something with which you are very familiar in order to complete the rest of the calendar.

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?

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

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
So now we can confirm what you have already populated in the calendar, and we can determine:

- periodic as the frequency of data collection, which will include an assessment in the fall, winter, and spring. This will be added to the "When are students assessed?" column in the assessment calendar.
- formative as the purpose of the data, which will be used to differentiate instruction for students based on each student's performance level. This will be added to the "How are the assessment results used?" column in the assessment calendar.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Most recent data throughout the year • Differentiate instruction for students based on each student's performance level (F)

Assessment Calendar

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

- **Context:**
- **Assessment name:**
- **Question(s):**

Ryan Kelly:
Let's try that again, only with a different scenario.

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
For this exercise, the scenario is a teacher differentiating instruction based on student knowledge relevant to the current learning targets at various times throughout the year.

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
As with the first example, given the contextual information above, you can fill in some components of the assessment calendar again, without even thinking too much. You already know that the assessment in this scenario is various classroom formative assessments, so let's fill that in. These assessments could be implemented in a variety of ways from student exit slips to observation rubrics.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
Formative classroom assessments			

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
You also know that the formative assessments are administered to students in classrooms.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
Formative classroom assessments	All students Grades K-12		

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
Ready to revisit something with which you are familiar in order to complete the rest of the calendar again?

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?

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

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
So now we can confirm what you have already populated in the calendar, and we can determine:

- ongoing as the frequency of data collection, which will include multiple assessments before or during an instructional unit throughout the year. This will be added to the "When are students assessed?" column in the calendar.
- formative as the purpose of the data, which will be used to differentiate instruction for students based on student knowledge relevant to learning targets. This will be added to the "How are the assessment results used?" column.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Assessment Calendar

Ryan Kelly:
Look at you! Pretty soon you will be our very own Roger Maris! Let's do a few more of these, and I will let you get back to your planning. Before you know it your students will be here, and you can put all this new data knowledge into practice.

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
Third time is a charm! Let's check out this scenario. It is one that I hope we can all implement this year, and a type of assessment we discussed yesterday in the group session. Let's walk through the assessment calendar for Great Plains and discuss how a teacher will plan for conducting universal screening on all students after a beginning of year or mid-year benchmark assessment. Universal screening will help us identify students who may be at risk for poor learning or in need of enrichment, so it is important to get this on our calendar.

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
Just like in the first example, you already know that the assessment in this scenario is Great Plain's district interim assessment, so let's fill that in. Note that NWEA MAP, Renaissance Star, and aimsweb are in parentheses. These are examples of interim assessments that could be administered by districts. Typically, a district would administer only one of these interim assessments during a given test term; however, some districts may choose to administer more than one if they conclude that data from multiple interim assessments during the same test term will help them make better decisions.

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
You also know that the district interim assessment is administered to all students in the district, including all students in your classroom.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
Ready to revisit something with which you are familiar in order to complete the rest of the calendar again?

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?

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

Assessment Calendar

Instructions: Let's see 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?

Ryan Kelly:
So now we can confirm what you have already populated in the calendar, and we can determine:

- periodic as the frequency of data collection, which will include an assessment in the fall and winter. This will be added to the "When are students assessed?" column in the assessment calendar.
- formative as the purpose of the data, which will be used for universal screening to identify students who may be at risk for poor learning or need enrichment. This will be added to the "How are the assessment results used?" column.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) Winter data ● Universal screening (F) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Assessment Calendar

Ryan Kelly:
So you made it through open tryouts. Let's see if you really have what it takes to cut it in the majors! Remember the movie, *Moneyball*? It isn't just about raw talent when you are out there. It is about the data too! Just like in our classrooms, every tool we have in our pocket can help us personalize and improve our own practice. Who knew a calendar was just as important as a bat!

The next scenario may seem like a curveball, but it really isn't. It also relates very much to practice in your actual classroom. Let's do some planning on when and how we can conduct a diagnostic assessment on an at-risk student after the student's at risk status has been confirmed.

Assessment Calendar

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

- **Context:** Teacher conducting a diagnostic assessment on an at-risk student after the student's at-risk status has been confirmed
- **Assessment name:** Diagnostic (e.g., Diagnostic Assessment of Reading, Renaissance Star, etc.)
- **Question(s):** Which areas represent a student's strengths and skill deficits?

Ryan Kelly:
The teacher will conduct the diagnostic assessment on students whose risk status has been confirmed to identify strengths and weaknesses.

Assessment Calendar

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

- **Context:** Teacher conducting a diagnostic assessment on an at-risk student after the student's at-risk status has been confirmed
- **Assessment name:** Diagnostic (e.g., Diagnostic Assessment of Reading, Renaissance Star, etc.)
- **Question(s):** Which areas represent a student's strengths and skill deficits?

Ryan Kelly:
Something that is different in this scenario is the students being assessed. Notice that only at risk students are assessed.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) Winter data ● Universal screening (F) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
Diagnostic (e.g.)	At-risk students Grades K-12		
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Activity

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

- **Context:** Teacher conducting a diagnostic assessment on an at-risk student after the student's at-risk status has been confirmed
- **Assessment name:** Diagnostic (e.g., Diagnostic Assessment of Reading, Renaissance Star, etc.)
- **Question(s):** Which areas represent a student's strengths and skill deficits?

Ryan Kelly:
Ok. Show me what you are made of. Let's do an activity, where you walk through the Types of Disciplined Inquiry and select the response for each of the 8 purposes based on the scenario. In the previous three examples, the answers have been done for you.

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

- **Context:** Teacher conducting a diagnostic assessment on an at-risk student after the student's at risk status has been confirmed
- **Assessment name:** Diagnostic (e.g., Diagnostic Assessment of Reading, Renaissance Star, etc.)
- **Question(s):** Which areas represent a student's strengths and skill deficits?

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

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

- **Context:** Teacher conducting a diagnostic assessment on an at-risk student after the student's at risk status has been confirmed
- **Assessment name:** Diagnostic (e.g., Diagnostic Assessment of Reading, Renaissance Star, etc.)
- **Question(s):** Which areas represent a student's strengths and skill deficits?

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

Assessment Calendar

Ryan Kelly:
Awesome job! My bets are on you. Now, let's finish in the assessment calendar for this scenario

Assessment Calendar

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

- **Context:** Teacher conducting a diagnostic assessment on an at-risk student after the student's at-risk status has been confirmed
- **Assessment name:** Diagnostic (e.g., Diagnostic Assessment of Reading, Renaissance Star, etc.)
- **Question(s):** Which areas represent a student's strengths and skill deficits?

Ryan Kelly:
We still need to add:

- periodic as the frequency of data collection, which will include an assessment after a student's at-risk status has been confirmed. This will be added to the "When are students assessed?" column in the assessment calendar.
- formative as the purpose of the data, which will be used to identify strengths and skill deficits to guide instruction for at-risk students. This will be added to the "How are the assessment results used?" column in the assessment calendar.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) Winter data ● Universal screening (F) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Assessment Calendar

Ryan Kelly:
As Charlie Finley says, “Sweat plus sacrifice = success!” Let’s do a few more! You are showing promise!

Activity

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

- **Context:** Teacher conducting weekly progress monitoring on an at-risk student
- **Assessment name:** General Outcome Measure (e.g., easyCBM, aimsweb, Renaissance Star)
- **Question(s):** Is a student making adequate progress toward and end-of-year goal?

Ryan Kelly:
In this scenario, the teacher is conducting weekly progress monitoring on an at-risk student.

Activity

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

- **Context:** Teacher conducting weekly progress monitoring on an at-risk student
- **Assessment name:** General Outcome Measure (e.g., easyCBM, aimsweb, Renaissance Star)
- **Question(s):** Is a student making adequate progress toward and end-of-year goal?

Ryan Kelly:
This is the first time you have seen the “General Outcome Measure” term: however, you are familiar with vendors who provide General Outcome Measure assessments, such as easyCBM, aimsweb, and Renaissance Star. A General Outcome Measure is a quick assessment with standardized tools and administration protocol that tracks student growth across time relevant to overall competence in the annual curriculum; it answers the question, “Is a student making progress toward an end-of-year goal?”

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

- **Context:** Teacher conducting weekly progress monitoring on an at-risk student
- **Assessment name:** General Outcome Measure (e.g. easyCBM, aimsweb, Renaissance Star)
- **Question(s):** Is a student making adequate progress toward an end-of-year goal?

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

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

- **Context:** Teacher conducting weekly progress monitoring on an at-risk student
- **Assessment name:** General Outcome Measure (e.g. easyCBM, aimsweb, Renaissance Star)
- **Question(s):** Is a student making adequate progress toward an end-of-year goal?

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					
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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

Activity

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

- **Context:** Teacher conducting weekly progress monitoring on an at-risk student
- **Assessment name:** General Outcome Measure (e.g., easyCBM, aimsweb, Renaissance Star)
- **Question(s):** Is a student making adequate progress toward and end-of-year goal?

Ryan Kelly:
For this scenario, we would select...

- periodic as the frequency of data collection, which will include an assessment as often as weekly. This will be added to the “When are students assessed?” column in the assessment calendar.
- formative as the purpose of the data, which will be used to establish a baseline, set an end of year goal, and monitor progress toward an end of year goal for an at risk student. This will be added to the “How are the assessment results used?” column in the assessment calendar.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) Winter data ● Universal screening (F) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Activity

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

- **Context:** Teacher setting an end-of-year goal with each student in the classroom after a beginning-of-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is a student's beginning-of-year performance level? What is the student's mid-year projected performance level? What is the student's end-of-year projected performance level? Which areas represent the student's highest/lowest levels of performance?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again. Now, let's finish filling in the assessment calendar for this scenario.

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

- **Context:** Teacher setting an end of year goal with each student in the classroom after a beginning of year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is a student's beginning of year performance level? What is the student's mid-year projected performance level? What is the student's end of year projected performance level? Which areas represent the student's highest / lowest levels of performance?

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

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

- **Context:** Teacher setting an end of year goal with each student in the classroom after a beginning of year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is a student's beginning of year performance level? What is the student's mid-year projected performance level? What is the student's end of year projected performance level? Which areas represent the student's highest / lowest levels of performance?

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

Activity

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

- **Context:** Teacher setting an end-of-year goal with each student in the classroom after a beginning-of-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is a student's beginning-of-year performance level? What is the student's mid-year projected performance level? What is the student's end-of-year projected performance level? Which areas represent the student's highest/lowest levels of performance?

Ryan Kelly:

For this scenario, we'd select...

- periodic as the frequency of data collection, which will include the fall iteration of the district's interim assessment. This will be added to the "When are students assessed?" column in the assessment calendar.
- formative as the purpose of the data, which will be used to establish a baseline, identify high and low areas of performance, and set an end of year goal with each student. This will be added to the "How are the assessment results used?" column in the calendar.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) Winter data ● Universal screening (F) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Assessment Calendar

Ryan Kelly:
We are getting close to wrapping this session up and you are about to fly solo! Why don't you fill in the rest of the assessment calendar with some scenarios that apply to you? Then you can get back to planning, and I will get out of your hair. Just continue to follow the activity pattern we have been with the 8 steps.

Activity

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

- **Context:** Teacher monitoring progress toward each student's end-of-year goal after a mid-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is a student's mid-year performance level at, above, or below the projected mid-year level? Which areas represent the student's highest/lowest levels of performance?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Teacher monitoring progress toward each student's end of year goal after a mid-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is a student's mid-year performance level at, above, or below the projected mid-year level? Which areas represent the student's highest / lowest levels of performance?

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

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

- **Context:** Teacher monitoring progress toward each student's end of year goal after a mid-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is a student's mid-year performance level at, above, or below the projected mid-year level? Which areas represent the student's highest / lowest levels of performance?

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

Activity

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

- **Context:** Teacher monitoring progress toward each student's end-of-year goal after a mid-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is a student's mid-year performance level at, above, or below the projected mid-year level? Which areas represent the student's highest/lowest levels of performance?

Ryan Kelly:
For this scenario, we'd select...

- periodic as the frequency of data collection, which will include the winter iteration of the district's interim assessment. This will be added to the "When are students assessed?" column in the assessment calendar.
- formative as the purpose of the data, which will be used to monitor progress toward each student's end of year goal. This will be added to the "How are the assessment results used?" column in the assessment calendar.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Activity

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

- **Context:** Teacher measuring the extent to which a student's end-of-year goal was met after an end-of-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is a student's end-of-year performance level at, above, or below the end-of-year goal value? Is there a positive, negative, or neutral trend in the student's beginning-of-year, mid-year, and end-of-year performance values?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Teacher measuring the extent to which a student's end of year goal was met after an end-of-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is a student's end of year performance level at, above, or below the end of year goal value? Is there a positive, negative, or neutral trend in the student's beginning of year, mid year, and end of year performance values?

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

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

- **Context:** Teacher measuring the extent to which a student's end of year goal was met after an end-of-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is a student's end of year performance level at, above, or below the end of year goal value? Is there a positive, negative, or neutral trend in the student's beginning of year, mid year, and end of year performance values?

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

Activity

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

- **Context:** Teacher measuring the extent to which a student's end-of-year goal was met after an end-of-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is a student's end-of-year performance level at, above, or below the end-of-year goal value? Is there a positive, negative, or neutral trend in the student's beginning-of-year, mid-year, and end-of-year performance values?

Ryan Kelly:
For this scenario, we'd select...

- periodic as the frequency of data collection, which will include the spring iteration of the district's interim assessment. This will be added to the "When are students assessed?" column in the assessment calendar.
- summative as the purpose of the data, which will be used to evaluate the extent to which each student's end of year goal was met. This will be added to the "How are the assessment results used?" column in the assessment calendar.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Assessment Calendar

Ryan Kelly:
You definitely have the hang of how to build an assessment calendar now. I know you have a lot to do in order to get ready for your students, so in order to be respectful of your time, I have filled in the rest of the assessment calendar for you on the next slide. If you want more practice, you can select the new items, and follow the same process we have been doing to experience the workflow of building the calendar. If you are comfortable with the process, then please continue with your work. We have a busy year ahead of us! Get plenty of rest tonight! No nightmares of showing up in your bunny slippers in front of the students!

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) ● Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) ● Monitor progress toward classroom end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) ● Evaluate extent to which classroom level goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F) **How does the district use the data?** ● Set school or district academic goal (F) ● Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)
Summative classroom assessments	All students Grades K-12	At the end of an instructional unit throughout the year	**How do teachers use the data?** ● Assign and report grades

Activity - Optional Additional Practice 1

Activity - Optional Additional Practice 1

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

- **Context:** Teacher planning whole group 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 the average performance level of students in the class? What is the minimum performance level? What is the maximum performance level?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Teacher planning whole group 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 the average performance level of students in the class? What is the minimum performance level? What is the maximum performance level?

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

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

- **Context:** Teacher planning whole group 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 the average performance level of students in the class? What is the minimum performance level? What is the maximum performance level?

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

Activity - Optional Additional Practice 1

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

- **Context:** Teacher planning whole group 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 the average performance level of students in the class? What is the minimum performance level? What is the maximum performance level?

Ryan Kelly:
For this scenario, we'd select...

- periodic as the frequency of data collection, which will include an assessment in the fall, winter, and spring. This will be added to the "When are students assessed?" column in the assessment calendar.
- formative as the purpose of the data, which will be used to deliver whole group instruction based on the instructional level of the class. This will be added to the "How are the assessment results used?" column in the assessment calendar.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F)

Activity - Optional Additional Practice 2

Activity - Optional Additional Practice 2

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

- **Context:** Teacher deciding whether a class is ready to proceed to the next learning target during delivery of whole group instruction at various times throughout the year
- **Assessment name:** Various classroom formative assessments
- **Question(s):** Does the class know what needs to be known relevant to the current lesson?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Teacher deciding whether a class is ready to proceed to the next learning target during delivery of whole group instruction at various times throughout the year
- **Assessment name:** Various classroom formative assessments
- **Question(s):** Does the class know what needs to be known relevant to the current lesson?

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

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

- **Context:** Teacher deciding whether a class is ready to proceed to the next learning target during delivery of whole group instruction at various times throughout the year
- **Assessment name:** Various classroom formative assessments
- **Question(s):** Does the class know what needs to be known relevant to the current lesson?

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

Activity - Optional Additional Practice 2

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

- **Context:** Teacher deciding whether a class is ready to proceed to the next learning target during delivery of whole group instruction at various times throughout the year
- **Assessment name:** Various classroom formative assessments
- **Question(s):** Does the class know what needs to be known relevant to the current lesson?

Ryan Kelly:
For this scenario, we'd select...

- ongoing as the frequency of data collection, which will include multiple assessments before or during an instructional unit throughout the year. This will be added to the "When are students assessed?" column in the calendar
- formative as the purpose of the data, which will be used to decide whether a class is ready for the next learning target during whole group instruction. This will be added to the "How are the assessment results used?" column.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)

Activity - Optional Additional Practice 3

Activity - Optional Additional Practice 3

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

- **Context:** Teacher setting an end-of-year classroom level goal after a beginning-of-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is the average performance level of students in the class? Which areas represent the highest and lowest levels of performance?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Teacher setting an end of year classroom level goal after a beginning of year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is the average performance level of students in the class? Which areas represent the highest and lowest levels of performance?

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

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

- **Context:** Teacher setting an end of year classroom level goal after a beginning of year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is the average performance level of students in the class? Which areas represent the highest and lowest levels of performance?

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

Activity - Optional Additional Practice 3

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

- **Context:** Teacher setting an end-of-year classroom level goal after a beginning-of-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** What is the average performance level of students in the class? Which areas represent the highest and lowest levels of performance?

Ryan Kelly:
For this scenario, we'd select...

- periodic as the frequency of data collection, which will include the fall iteration of the district's interim assessment. This will be added to the "When are students assessed?" column in the calendar
- formative as the purpose of the data, which will be used to establish a baseline, identify high and low areas, and set an end-of-year classroom level goal. This will be added to the "How are the assessment results used?" column.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) ● Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)

Activity - Optional Additional Practice 4

Activity - Optional Additional Practice 4

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

- **Context:** Teacher monitoring progress of a classroom toward an end-of-year goal after a mid-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is the classroom mid-year performance level at/above/below the expected level? Which areas represent the classroom's highest/lowest levels of performance?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Teacher monitoring progress of a classroom toward an end of year goal after a mid-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is the classroom mid-year performance level at / above / below the expected level? Which areas represent the classroom's highest/lowest levels of performance?

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

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

- **Context:** Teacher monitoring progress of a classroom toward an end of year goal after a mid-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is the classroom mid-year performance level at / above / below the expected level? Which areas represent the classroom's highest/lowest levels of performance?

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

Activity - Optional Additional Practice 4

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

- **Context:** Teacher monitoring progress of a classroom toward an end-of-year goal after a mid-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is the classroom mid-year performance level at/above/below the expected level? Which areas represent the classroom's highest/lowest levels of performance?

Ryan Kelly:
For this scenario, we'd select...

- periodic as the frequency of data collection, which will include the winter iteration of the district's interim assessment. This will be added to the "When are students assessed?" column in the calendar
- formative as the purpose of the data, which will be used to monitor progress toward a classroom level end-of-year goal. This will be added to the "How are the assessment results used?" column.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) ● Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) ● Monitor progress toward classroom end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)

Activity - Optional Additional Practice 5

Activity - Optional Additional Practice 5

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

- **Context:** Teacher evaluating the extent to which an end-of-year classroom level goal was met after an end-of-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is the end-of-year classroom level performance at, above, or below the end-of-year goal value?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Teacher evaluating the extent to which an end of year classroom level goal was met after an end-of-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is the end of year classroom level performance at, above, or below the end of year goal value?

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

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

- **Context:** Teacher evaluating the extent to which an end of year classroom level goal was met after an end-of-year benchmark assessment
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is the end of year classroom level performance at, above, or below the end of year goal value?

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

Activity - Optional Additional Practice 5

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

- **Context:** Teacher evaluating the extent to which an end-of-year classroom level goal was met after an end-of-year benchmark assessment
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Is the end-of-year classroom level performance at, above, or below the end-of-year goal value?

Ryan Kelly:
For this scenario, we'd select...

- periodic as the frequency of data collection, which will include the spring iteration of the district's interim assessment. This will be added to the "When are students assessed?" column in the calendar
- summative as the purpose of the data, which will be used to evaluate the extent to which a classroom level end-of-year goal was met. This will be added to the "How are the assessment results used?" column.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) ● Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) ● Monitor progress toward classroom end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) ● Evaluate extent to which classroom level goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)

Activity - Optional Additional Practice 6

Activity - Optional Additional Practice 6

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

- **Context:** Data team evaluating the extent to which a school or district academic goal and objectives were met at the end of the year
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb); state assessment; ACT
- **Question(s):** Is the end-of-year school or district level performance at, above, or below the goal level of performance? Is the performance trend positive, negative, or neutral?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Data team evaluating the extent to which a school or district academic goal and objectives were met at the end of the year
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb); NDSA; ACT
- **Question(s):** Is the end of year school or district level of performance at, above, or below the goal level of performance? Is the performance trend positive, negative, or neutral?

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

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

- **Context:** Data team evaluating the extent to which a school or district academic goal and objectives were met at the end of the year
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb); NDSA; ACT
- **Question(s):** Is the end of year school or district level of performance at, above, or below the goal level of performance? Is the performance trend positive, negative, or neutral?

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

Activity - Optional Additional Practice 6

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

- **Context:** Data team evaluating the extent to which a school or district academic goal and objectives were met at the end of the year
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb); state assessment; ACT
- **Question(s):** Is the end-of-year school or district level performance at, above, or below the goal level of performance? Is the performance trend positive, negative, or neutral?

Ryan Kelly:

For this scenario, we'd select...

- periodic and one-time as the frequency of data collection, which will include the spring iteration of the district's interim assessment, the annual state assessment in the spring, and the ACT in the spring. This will be added to the "When are students assessed?" column in the calendar
- summative as the purpose of the data, which will be used to evaluate the extent to which the district's academic goals and objectives were met. This will be added to the "How are the assessment results used?" column.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) ● Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) ● Monitor progress toward classroom end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) ● Evaluate extent to which classroom level goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F) **How does the district use the data?** ● Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	**How does the district use the data?** ● Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	**How does the district use the data?** ● Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)

Activity - Optional Additional Practice 7

Activity - Optional Additional Practice 7

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

- **Context:** Data team setting an academic goal and objectives at the end of the year based on needs identified through student learning data
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb); state assessment; ACT
- **Question(s):** Which areas are at, above, or below the expected level of performance? Which areas represent the highest and lowest levels of performance? Which areas indicate a positive/negative/neutral trend? Between which subgroups is the achievement gap closing / becoming greater?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Data team setting an academic goal and objectives at the end of the year based on needs identified through student learning data
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Which areas are at, above, and below the expected level of performance? Which areas represent the highest and lowest levels of performance? Which areas indicate a positive / negative / neutral trend? Between which subgroups is the achievement gap closing / becoming greater?

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

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

- **Context:** Data team setting an academic goal and objectives at the end of the year based on needs identified through student learning data
- **Assessment name:** District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)
- **Question(s):** Which areas are at, above, and below the expected level of performance? Which areas represent the highest and lowest levels of performance? Which areas indicate a positive / negative / neutral trend? Between which subgroups is the achievement gap closing / becoming greater?

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

Activity - Optional Additional Practice 7

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

- **Context:** Data team setting an academic goal and objectives at the end of the year based on needs identified through student learning data
- **Assessment name:** District interim (e.g., NWEA MAP, Renaissance Star, aimsweb); state assessment; ACT
- **Question(s):** Which areas are at, above, or below the expected level of performance? Which areas represent the highest and lowest levels of performance? Which areas indicate a positive/negative/neutral trend? Between which subgroups is the achievement gap closing / becoming greater?

Ryan Kelly:

For this scenario, we'd select...

- periodic and one-time as the frequency of data collection, which will include the spring iteration of the district's interim assessment, the annual state assessment in the spring, and the ACT in the spring. This will be added to the "When are students assessed?" column.
- formative as the purpose of the data, which will be used to set school or district academic goals and objectives based on needs. This will be added to the "How are the assessment results used?" column.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) ● Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) ● Monitor progress toward classroom end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) ● Evaluate extent to which classroom level goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F) **How does the district use the data?** ● Set school or district academic goal (F) ● Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)

Activity - Optional Additional Practice 8

Activity - Optional Additional Practice 8

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

- **Context:** Teacher evaluating extent to which a student knows what needs to be known at the end of an instructional unit
- **Assessment name:** Unit test
- **Question(s):** Is a student's level of performance at, above, or below the mastery level of performance on an end of unit exam?

Ryan Kelly:
Let's walk through the types of disciplined inquiry and select the response for each of the 8 considerations based on the scenario again.

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

- **Context:** Teacher evaluating extent to which a student knows what needs to be know at the end of an instructional unit
- **Assessment name:** Unit test
- **Question(s):** Is a student's level of performance at, above, or below the mastery level of performance on an end of unit exam?

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

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

- **Context:** Teacher evaluating extent to which a student knows what needs to be know at the end of an instructional unit
- **Assessment name:** Unit test
- **Question(s):** Is a student's level of performance at, above, or below the mastery level of performance on an end of unit exam?

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

Activity - Optional Additional Practice 8

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

- **Context:** Teacher evaluating extent to which a student knows what needs to be known at the end of an instructional unit
- **Assessment name:** Unit test
- **Question(s):** Is a student's level of performance at, above, or below the mastery level of performance on an end of unit exam?

Ryan Kelly:
For this scenario, we'd select...

- one-time as the frequency of data collection, which will occur at the end of an instructional unit. This will be added to the "When are students assessed?" column in the assessment calendar.
- summative as the purpose of the data, which will be used to assign and report grades. This will be added to the "How are the assessment results used?" column in the assessment calendar.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data ● Universal screening (F) ● Establish baseline, identify high/low areas, set end of year goal w/ each student (F) ● Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data ● Universal screening (F) ● Monitor progress toward each student's end of year goal (F) ● Monitor progress toward classroom end of year goal (F) Spring data ● Evaluate extent to which each student's end of year goal was met (S) ● Evaluate extent to which classroom level goal was met (S) Most recent data throughout the year ● Differentiate instruction for students based on each student's performance level (F) ● Deliver whole group instruction based on the instructional level of the class (F) **How does the district use the data?** ● Set school or district academic goal (F) ● Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	**How does the district use the data?** ● Set school or district academic goals and objectives based on needs (F) ● Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** ● Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** ● Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** ● Differentiate instruction based on student knowledge relevant to learning targets (F) ● Decide whether a class is ready for the next learning target during whole group instruction (F)
Summative classroom assessments	All students Grades K-12	At the end of an instructional unit throughout the year	**How do teachers use the data?** ● Assign and report grades

Teacher Thought

Now that I understand the purpose of the data and how to apply it I recognize the importance of the assessment calendar because it helps me plan when I can apply the knowledge I gain from data! This helps me personalize instruction to meet my students needs.

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 calendar				

Well Done

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