Develop Your Data Mindset

Module 7 - Student Level Goal Setting
Part 2A - Absorb & Ask

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Learning Goals

- Formulate questions to guide the inquiry cycle for setting a student-level goal
- Specify data that are useful in the process of setting a student-level goal
- Identify locations where data utilized for setting a student-level goal can be retrieved

SLDS Data Use Standards

- K.1.E Data Metric: Knows that measures can be broken down into data metrics, which are calculated for analysis and monitored for changes

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions

- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories

- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each

- S.2.A Data Discovery and Acquisition: Identifies and locates appropriate data sources and can access the data from various sources (e.g., classroom, school, district, state sources) for data acquisition

Introduction

Teacher 1: I'm so glad we reviewed the background knowledge for goal setting in our PLC meetings this past week. Now it is time to get to the good stuff, our student data!

Teacher 2: All I know is we now have less than 147 instructional days until state testing.

Teacher 3: Are you taking your kids to the pumpkin patch again this year?

Teacher 4: Pumpkin patch? Did you not hear that we have less than 147 instructional days until state testing?

Teacher 5: I brought some protein snacks for this meeting. Anybody care for peanut butter crackers?

Teacher 6: I really want to pay attention as we start talking about fall interim assessments and our student-level data. I need that protein packed snack!

Introduction

Ryan:

I see you have snacks to help you focus today. I have been working on ideas for my booth at the Fall Festival. Can anybody guess what I'm considering doing? Let's see if you can figure it out during our meeting as we set student-level goals.

Introduction

Ryan:

The portion of the assessment calendar we are covering in this module is in colored font. You'll notice the highlighted items are the same as the items highlighted when we worked on classroom level goal setting. Here, our emphasis is on helping each individual student set a goal and and writing an action plan to achieve the goal. A student's goal and action plan will be informed by the student's baseline value, expected levels of performance, and high and low areas of performance in the subject of reading.

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., Diagnostic Assessment of Reading, Star, etc.)	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

Introduction

Ryan:

Goal setting data fits into the scope of study framework as a formative purpose. Students are the participants in the study. The type of data required is student learning data. The district is the decision maker of the collection methods. The data represent a type of student learning data that is collected periodically. Individual level analysis is conducted. The focus of the questions is generally on identifying performance levels, as well as highest and lowest areas of performance.

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

Introduction

Ryan:

Since our PLC meeting was so easy, I really want to see if you were paying attention. Let's see if you can get the next question correct. If so, then you will be able to move forward. If not, then you will have to spend some extra quality time with me, and from what I've heard you'd rather spend that time helping your students. With that, good luck!

Introduction

Ryan:

In which stage should you begin?
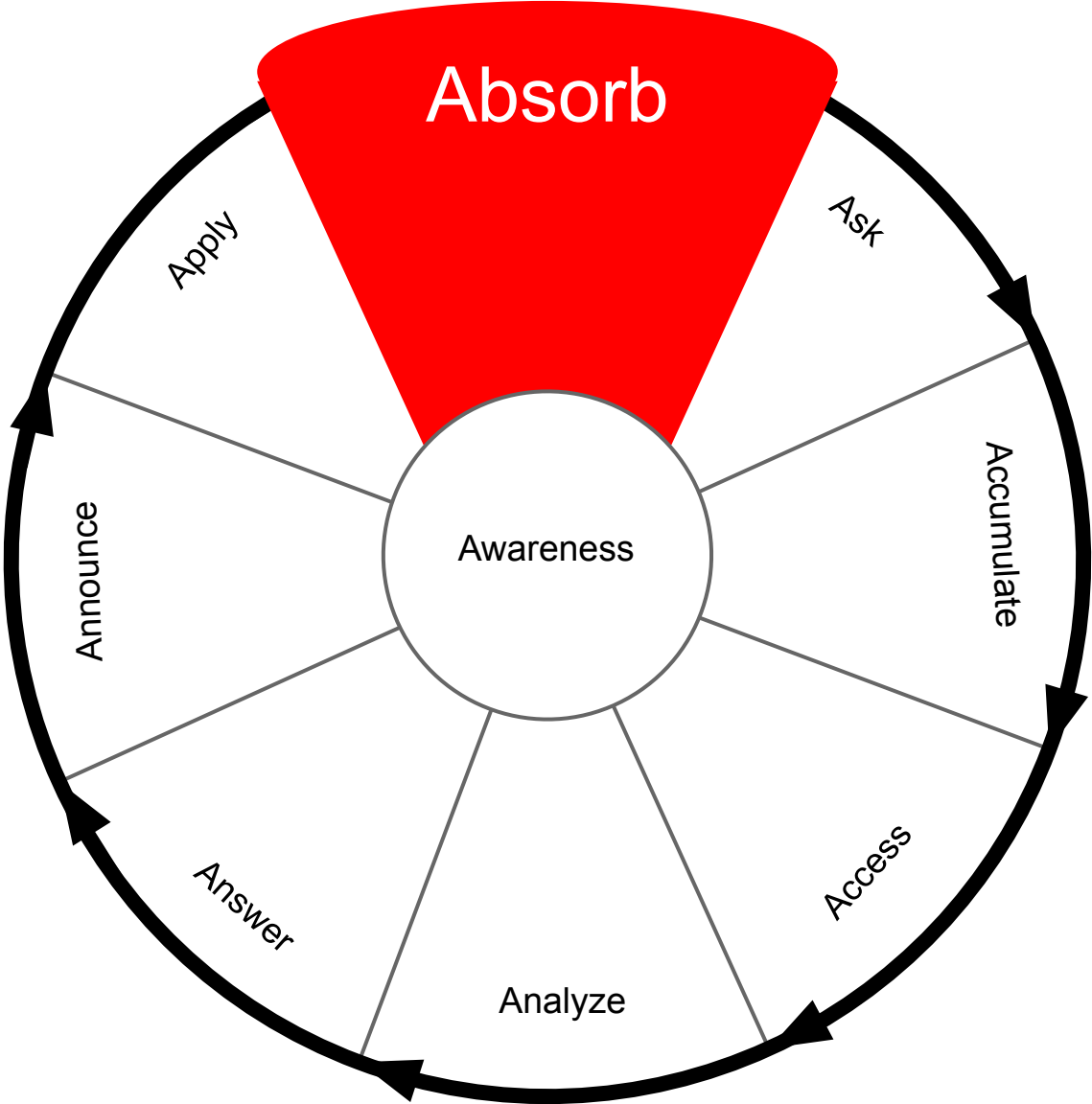
Introduction

Ryan:

That's right. You were paying attention! The Absorb stage is the right place to start. Now you can access your Goal Setting flyer from your Data Binder! We are going to work through some more activities to make sure you are ready to dig into the data reports and set a student-level goal.

**Link to Goal Setting flyer:** https://goo.gl/DJkDQx
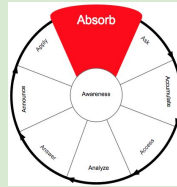
Activity - 07.02A.01

You and your student, Stephanie Sanders, are beginning the process of setting a student-level achievement goal for Stephanie. It would be appropriate for Stephanie to set an individual level goal that represents a desire for her to

- Increase her scale score from the beginning of the year to the end of the year on the district's interim reading assessment
- Increase the percentage of students in her class achieving average or above on the district's spring interim reading assessment
- Consistently decrease her percentile throughout the year on the district's interim reading assessment
- Reduce the average scale score of her peers from fall to spring on the district's interim reading assessment

Standard: K.1.E Data Metric
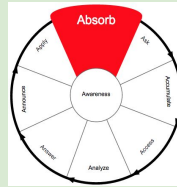
Activity - 07.02A.02

In order to help Stephanie set an academic achievement goal in the area of reading, it will be helpful to know

- Stephanie's baseline reading performance, expected levels of reading performance, potential goal value, needs based on highest and lowest levels of performance in reading subcategories
- The next reading lesson you will teach Stephanie relevant to current events so you will be able to measure her performance after the lesson
- Whether Stephanie plans to stay in the same school district the following year
- The perceptions of Stephanie at the end of an instructional period in the area of reading

Standard: K.1.E Data Metric
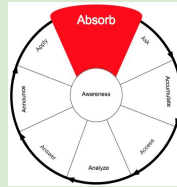
Activity - 07.02A.03

Why is it important for you to know Stephanie's baseline performance level?
- It will be used as a comparison value when monitoring her middle-of-year progress and evaluating end-of-year goal achievement
- It will tell me whether the student has been studying at home
- It will be a detailed breakdown of the standards the student needs to learn
- It's important to spend time and effort collecting as much data as possible because it might be useful someday

Standard: K.1.E Data Metric
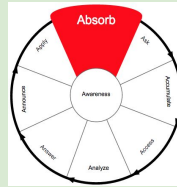
Activity - 07.02A.04

Why is it important for you to know the level of performance Stephanie is expected to achieve by the MIDDLE of the year?

- It will be used as a comparison value when measuring the extent to which progress is being made toward achievement of her end-of-year goal
- It will serve as the beginning-of-year baseline value
- It represents the value that the student is guaranteed to actually achieve on the middle of year assessment
- It will give me a better understanding of whether other teachers in the school care about the students in my class
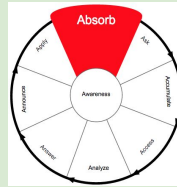
Standard: K.1.E Data Metric

Activity - 07.02A.05

When setting a goal, why is it important for you to know the level of performance Stephanie is expected to achieve by the END of the year?

- It will be used as a value for me to consider when identifying a potential end-of-year goal and as a comparison value when interpreting student achievement growth from the beginning to the end of the year
- It's always helpful to have extra information, even if I don't know how it should be used
- It will tell me how much progress my student has actually made since the beginning of the year
- It will give me a better understanding of the extent to which the student is receiving educational support at home

Standard: K.1.E Data Metric
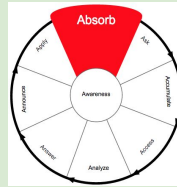
Activity - 07.02A.06

When setting a goal, why is it important for you and Stephanie to identify a potential goal value before the goal is officially set?
- It will be used as a value for Stephanie and me to consider when we officially establish a challenging, yet attainable, end-of-year goal for her
- It will be used to help the student figure out specific skills that may need to be improved
- It will tell me how much progress my student has actually made since the beginning of the year
- It will give me a better understanding of the extent to which the student is receiving educational support at home

Standard: K.1.E Data Metric
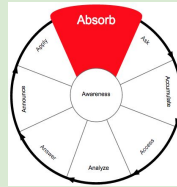
Activity - 07.02A.07

When setting a student level goal for Stephanie, why is it important to identify the highest and lowest levels of performance in the content area of her goal?
- They will be used as evidence to inform strategies that Stephanie and I could implement in support of her goal
- They will help me identify the Stephanie's behavior deficiencies
- They will help me know how much time and effort Stephanie is putting into assignments at home
- They tell me specifically why a Stephanie isn't learning as well as others

Standard: K.1.E Data Metric

Tutorial

Toward the beginning of the school year, after the fall interim reading assessment, you meet with each student in your class to set an annual goal and write an action plan to help the student achieve the goal. You are currently in the process of setting a goal with your student, Stephanie Sanders.

You know that an individual student level goal could represent a variety of different metrics. You made a decision to set an individual student goal with each student that represents a desire to increase each student's scale score on the district's interim reading assessment. While working through the goal setting process with Stephanie, you will be striving to compose a goal that represents a desire to increase Stephanie's scale score from the beginning of the year to the end of the year on the district's interim reading assessment.

Tutorial

In order to help Stephanie set a goal that represents a desire to increase her scale score in the subject area of reading, it will be helpful to know her baseline reading performance level, expected middle-of-year and end-of-year performance levels, and a potential goal performance level.

Middle-of-year expected level

Potential end-of-year goal

Baseline level

End-of-year expected level

Individual Scale Score by Test Term

- Student Actual
- Student Projected
- Goal
- DistAvg
- High: 81-99
- High-Avg: 61-80
- Avg: 41-60
- Low-Avg: 21-40
- Low: 1-20

Scale Score

260
240
220
180

Beginning of year

Middle of Year

End of Year

Test Term
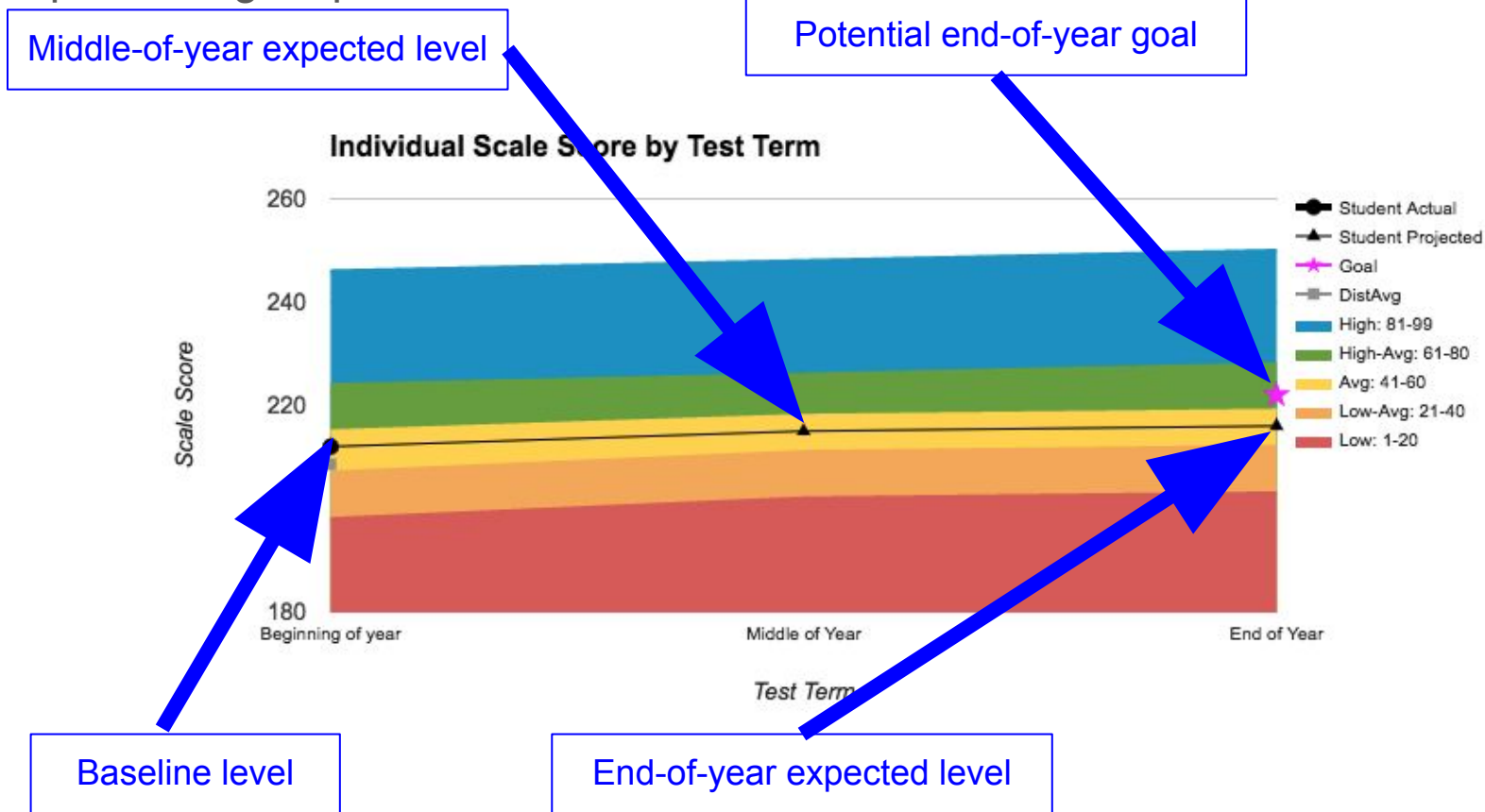
Tutorial

Stephanie's **baseline performance level** is important to know because it will be used as a comparison value when monitoring her middle-of-year progress and evaluating her end-of-year goal achievement.
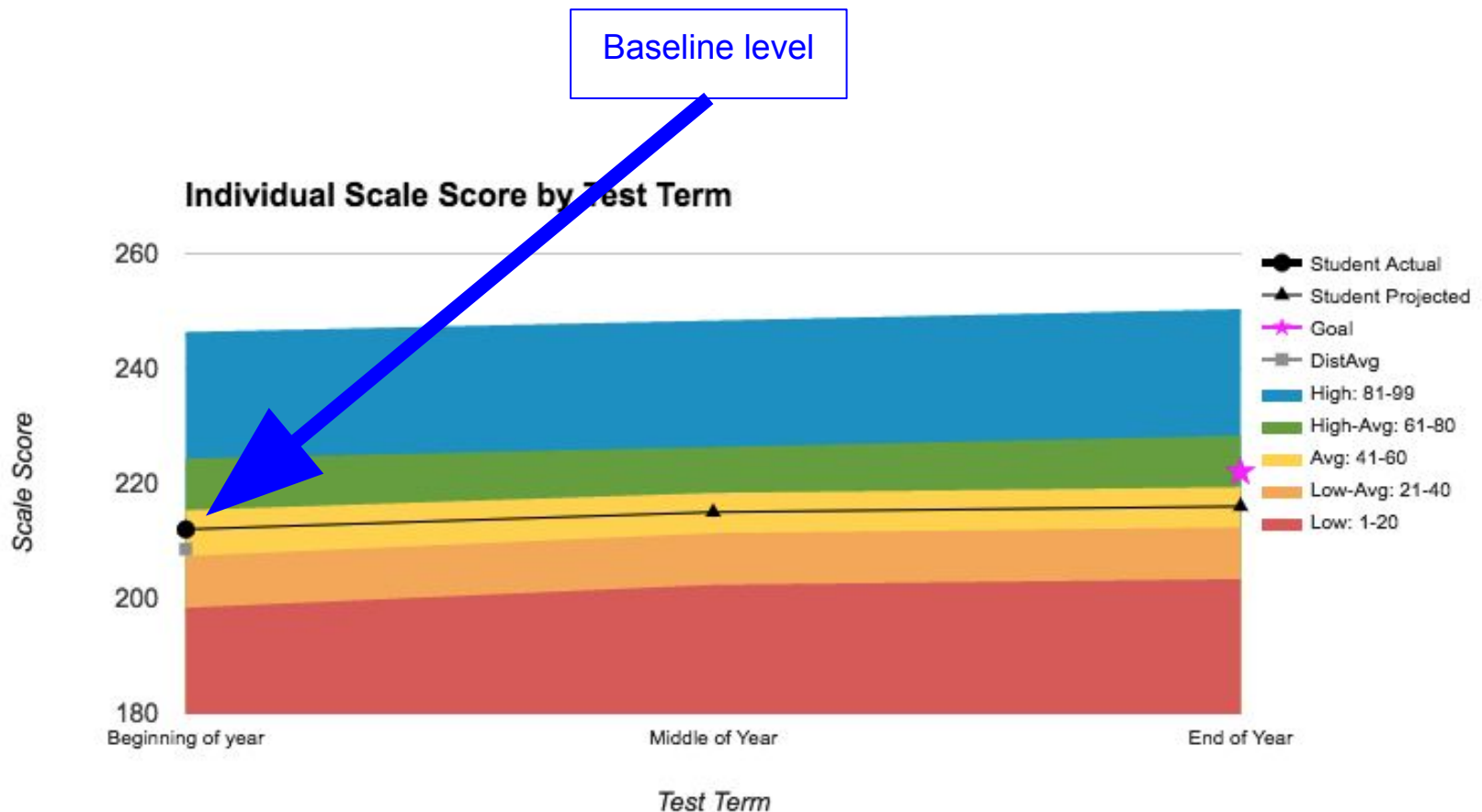
Tutorial

Stephanie's **middle-of-year expected level** is important to know because it will be used as a comparison value when measuring the extent to which progress is being made toward achievement of her end-of-year goal.
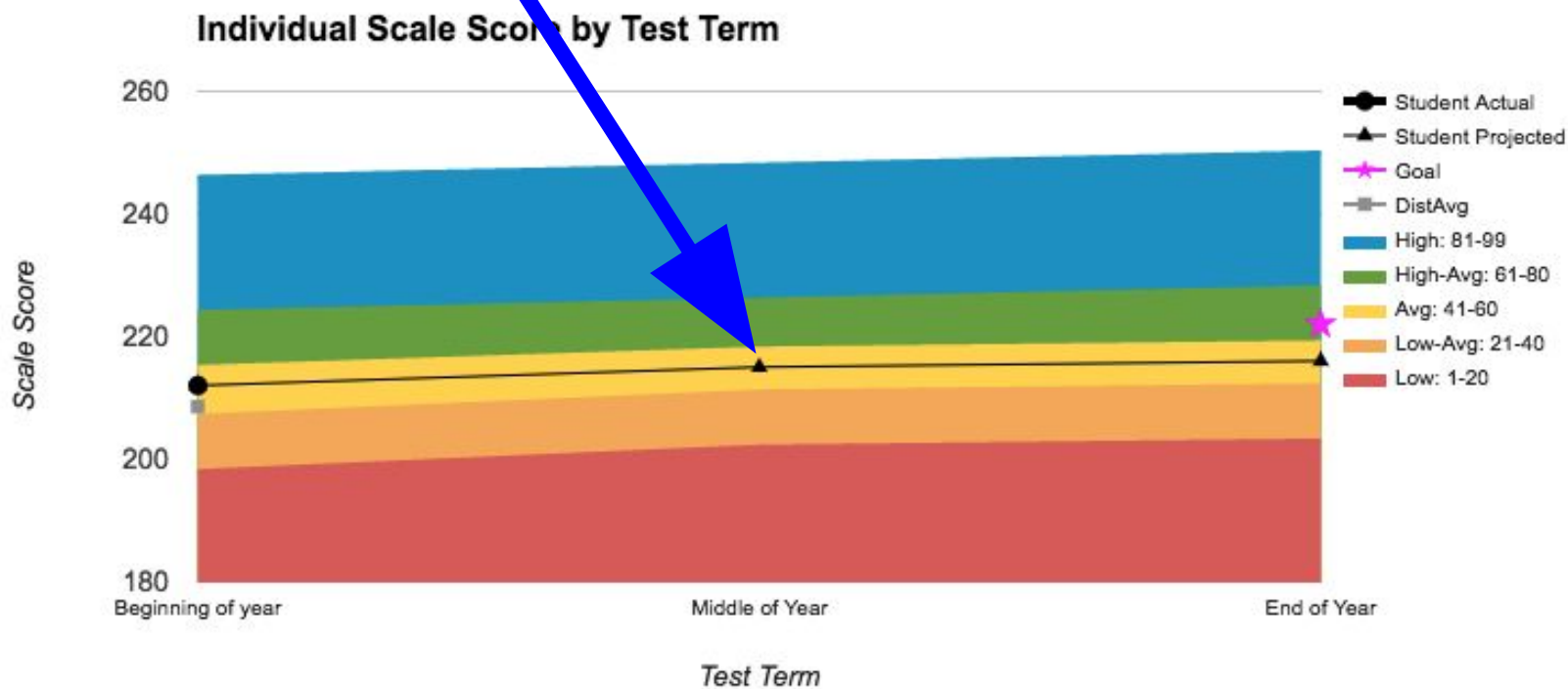
Tutorial

Stephanie's **<u>end-of-year expected level</u>** is important to know because it will be used as a value for me to consider when identifying a potential end-of-year goal and as a comparison value when interpreting student achievement growth from the beginning to the end of the year.

End-of-year expected level

Individual Scale Score by Test Term

Scale Score

	Student Actual
	Student Projected
	Goal
	DistAvg
	High: 81-99
	High-Avg: 61-80
	Avg: 41-60
	Low-Avg: 21-40
	Low: 1-20

Beginning of year — Middle of Year — End of Year

Test Term
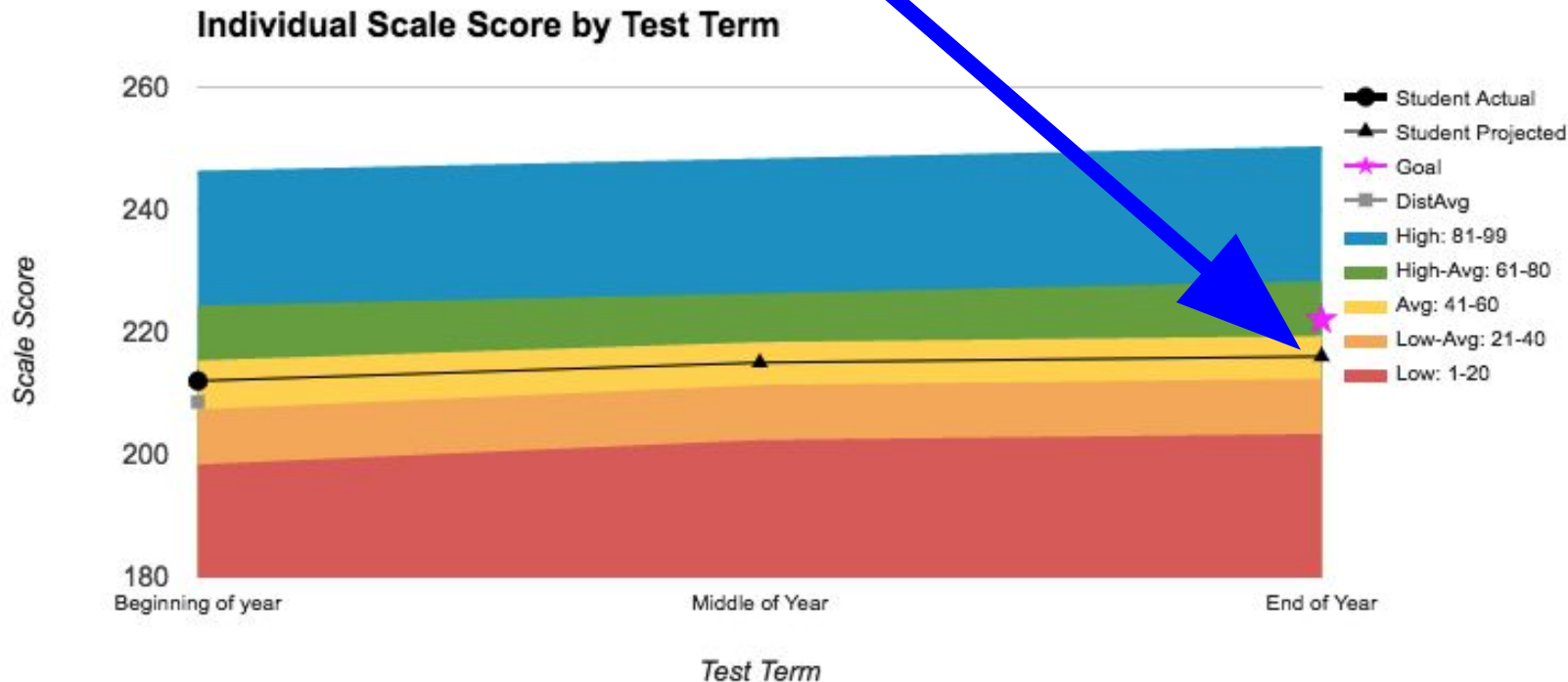
Tutorial

A **potential end-of-year goal value** for Stephanie is important to know because it will be used as a value for Stephanie and you to consider when officially establishing a challenging, yet attainable, end-of-year goal for her.
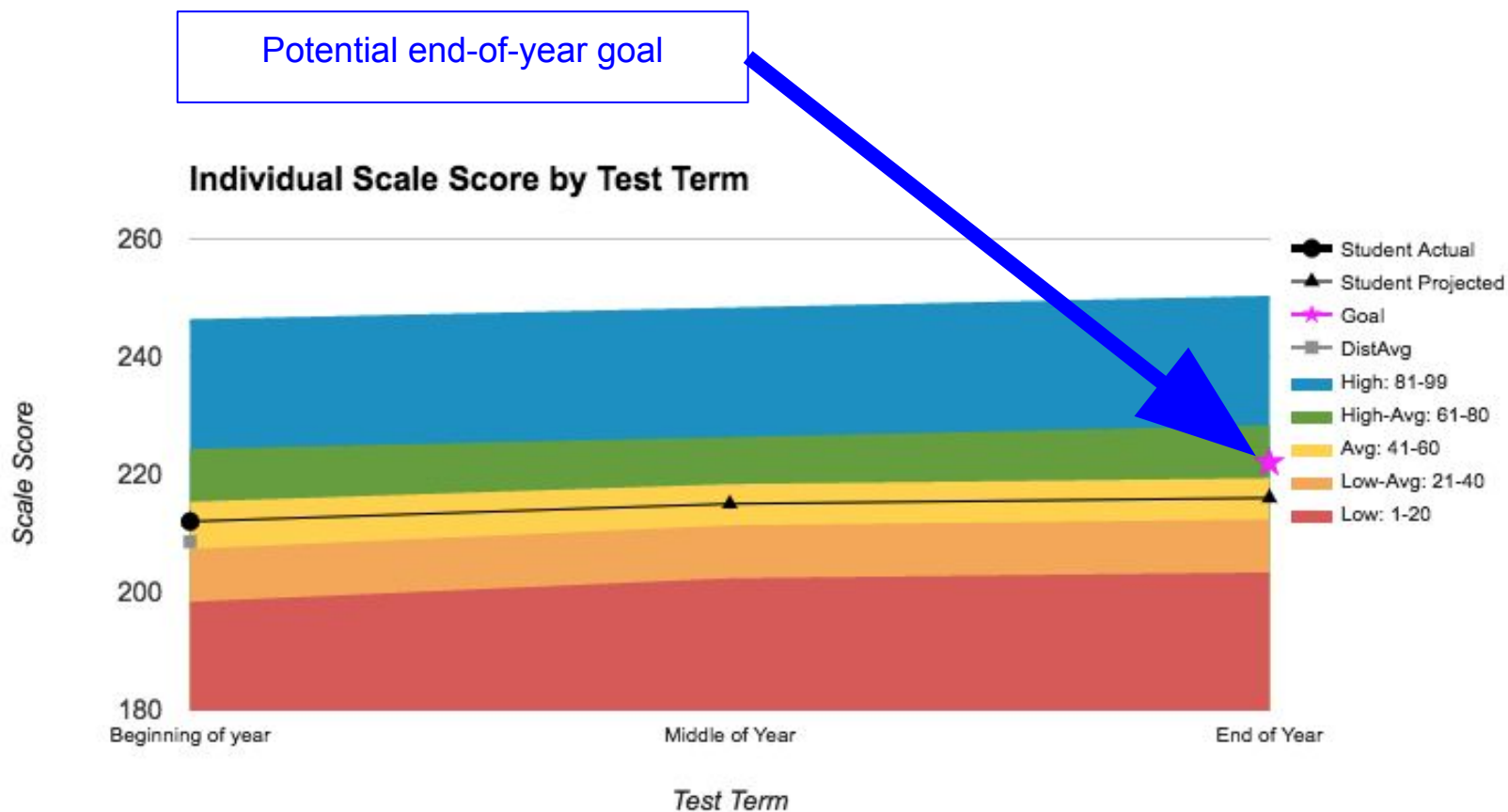
Tutorial

It's also important to have a better understanding of Stephanie's needs based on her *highest and lowest levels of subcategory performance in the content area of her goal*. They will be used as evidence to inform strategies that Stephanie and I could implement in support of her goal.
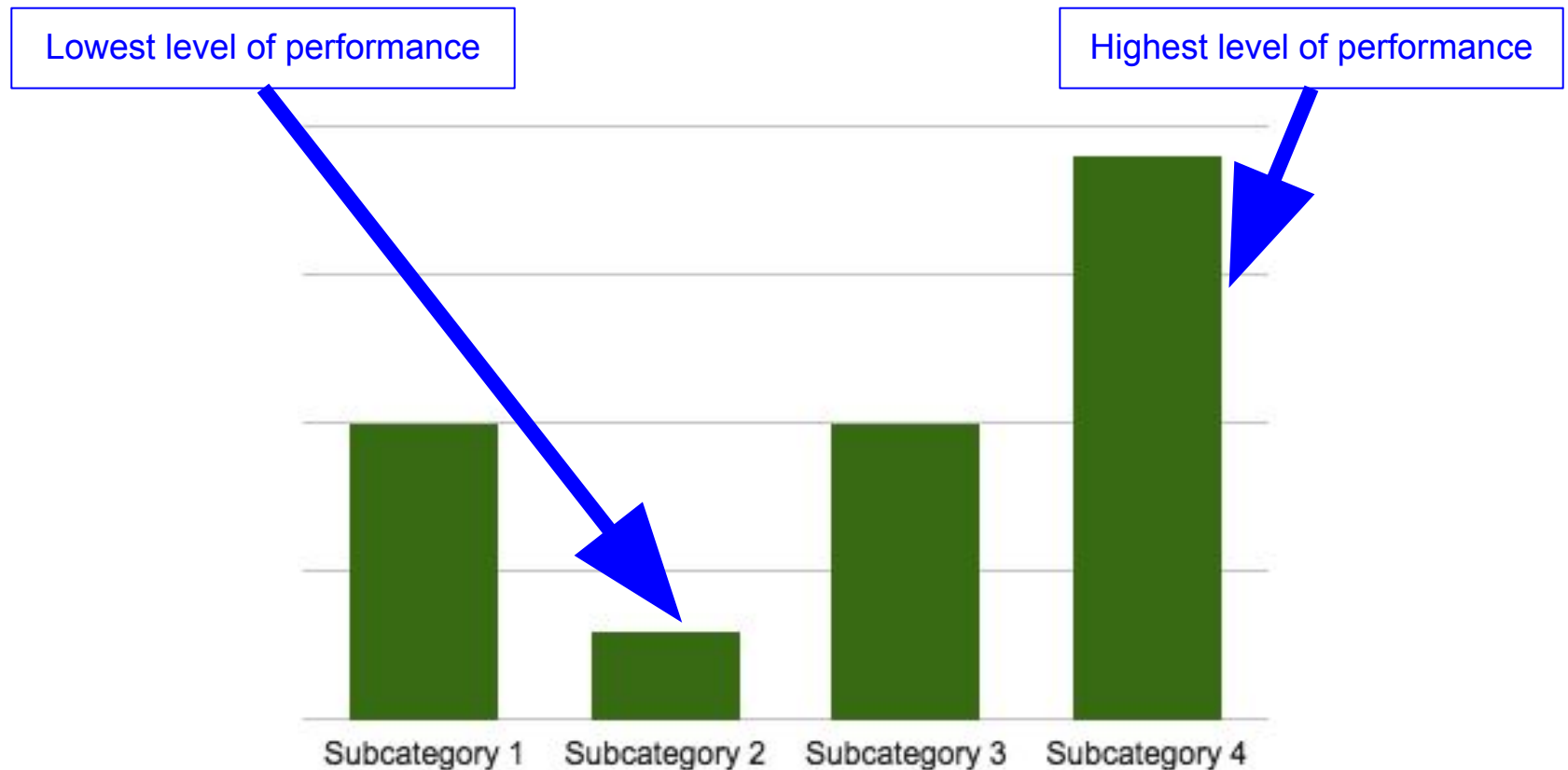
A+ Inquiry Framework

The Absorb stage has been completed.

Good job identifying details that are not currently known -- but should be known -- in order for you to set an individual goal with your student. You will notice that the A+ Inquiry framework graphic organizer will be filled in for you as you work through the simulation or based on your responses throughout our meeting. You'll be given access to a complete copy for your Data Binder after we finish the student level goal setting process.

NORTH DAKOTA DATA UP

APPLY

ABSORB
Beginning of school year. Would like to set individual level goals w/ student, Stephanie, the area of reading. Goal to focus on increasing scale score. Need baseline value, middle-of-year and end-of-year expected values, and potential goal value. Need high and low areas as evidence for action plan.

ASK

ANNOUNCE

AWARENESS

ACCUMULATE

ANSWER

ANALYZE

ACCESS
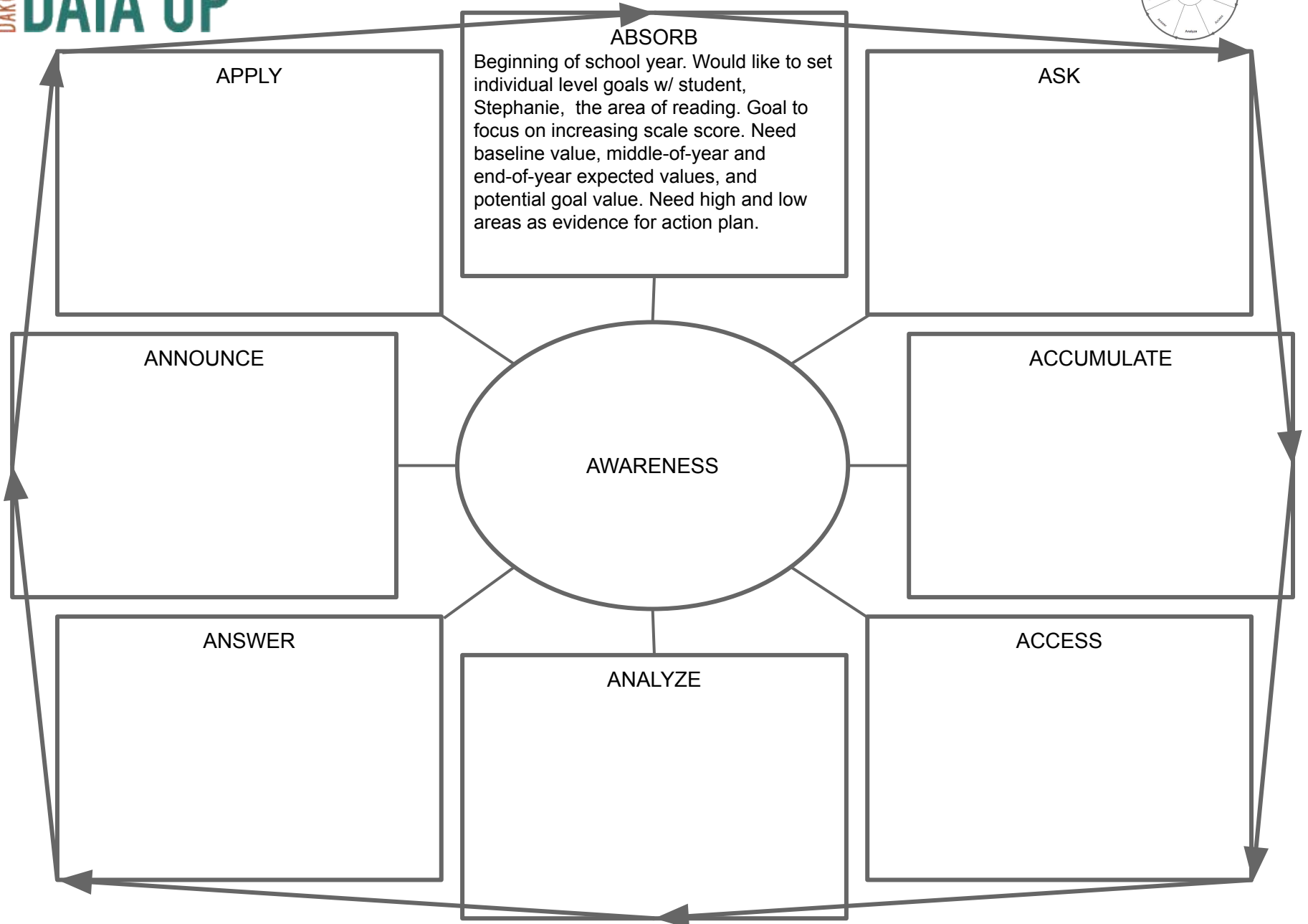
Ask Stage

Ryan:

Now that you've made it through the Absorb stage, let's see if you can ask operationalized questions that will lead you to the information required for you and the student to set the goal.
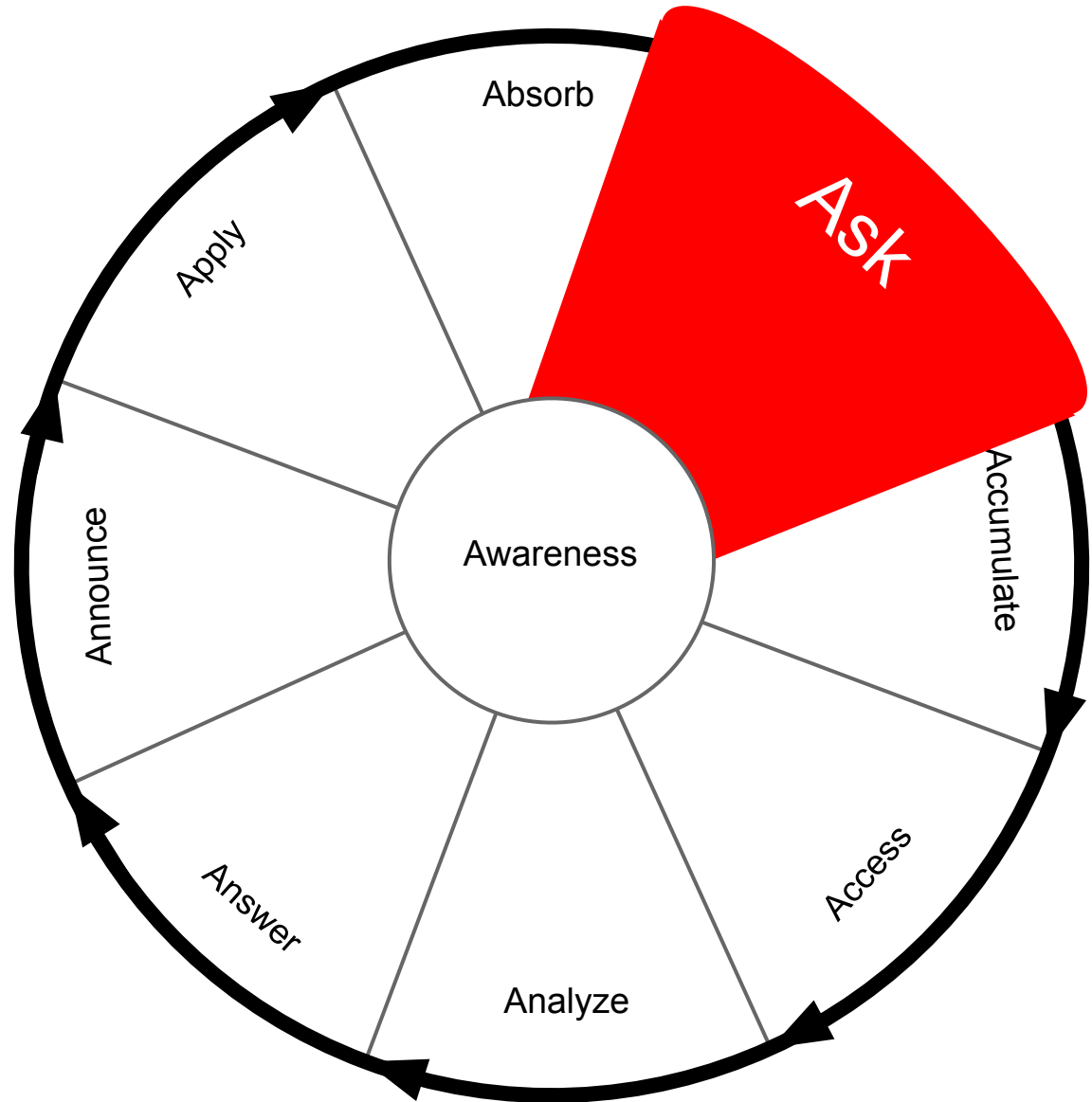
Ask Stage

Ryan:

Use this *individual* Goal Setting Data Planner to stay organized during the Ask, Accumulate, and Access stages. As you can see, we will begin by posing questions that will lead us to missing information you identified in the Absorb stage. The information you identified as missing in the Absorb stage includes the baseline value, middle-of-period expected value, end-of-period expected value, and potential goal value, as well as the highest and lowest levels of performance relevant to the focus of the goal area. You'll compose four questions that will lead you to information helpful for setting a goal, as well as two questions that will lead to supporting evidence for an action plan. There will be 6 total questions. Please print the table and place it in your data binder to use as we work through the Ask, Accumulate, and Access stages.

Link to individual Goal Setting Data Planner: https://goo.gl/RgzpGR

Goal Setting Data Planner - Individual Student
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal: Scale score increase based on reading performance			
Baseline value (scale score and percentile)			
Middle of period expected value (scale score and percentile)			
End of period expected value (scale score and percentile)			
Potential end of period goal value (scale score and percentile)			
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest levels of performance			
Lowest levels of performance			

Activity - 07.02A.08

Remember, in the Ask stage, it's important to
● Formulate questions that can be answered through analysis of data
● Retrieve the data you need to analyze
● Conduct analysis of the data you have collected
● Share data with your colleagues

Standard: K.1.A Question Formation

Activity - 07.02A.09

The goal you would like to set with your student, Stephanie Sanders, focuses on increasing her scale score from the beginning of the year to the end of the year. Which of the following questions could lead you to Stephanie's baseline scale score (and corresponding percentile) that will be helpful to know when setting the goal?

- What is Stephanie's scale score and corresponding percentile on the current year's fall interim reading assessment?
- What is the average percentile of Stephanie and her peers on the reading assessment?
- How well did Stephanie and the other students in my classroom perform on this year's reading assessment?
- Which student achieved the highest score on the most recent reading test in my classroom?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal: Scale score increase based on reading performance			
Baseline value (scale score and percentile)			
Middle of period expected value (scale score and percentile)			
End of period expected value (scale score and percentile)			
Potential end of period goal value (scale score and percentile)			

Activity - 07.02A.10

Which of the following questions could lead you to the middle-of-year expected scale score and percentile that will be helpful to know when setting a goal with Stephanie?

- What is the district assessment vendor's projected winter scale score and corresponding percentile for the Stephanie?
- What is the average scale score and percentile of Stephanie and her peers on the current year's fall interim reading assessment?
- What percentage of students of Stephanie's peers should be proficient in reading?
- Why does Stephanie struggle more or less than other students in the area of reading?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal: Scale score increase based on reading performance			
Baseline value (scale score and percentile)			
Middle of period expected value (scale score and percentile)			
End of period expected value (scale score and percentile)			
Potential end of period goal value (scale score and percentile)			

Activity - 07.02A.11

Which of the following questions could lead you to the end-of-year expected scale score and percentile that will be helpful to know when setting a goal with Stephanie?
- What is the district assessment vendor's projected spring scale score and corresponding percentile for the Stephanie?
- How many acceptable grades has Stephanie achieved over the years?
- Which of Stephanie's peers are expected to pass the next test that includes more complex vocabulary?
- What are Stephanie's greatest reading strengths?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	**Ask** *What question(s) can lead to unknown information?*	**Accumulate** *Which data are required to answer the question(s)?*	**Access** *Where can required data be retrieved?*
Focus of Goal: Scale score increase based on reading performance			
Baseline value (scale score and percentile)			
Middle of period expected value (scale score and percentile)			
End of period expected value (scale score and percentile)			
Potential end of period goal value (scale score and percentile)			

Activity - 07.02A.12

Which of the following questions could reveal a potential end-of-year goal value for Stephanie?
- What scale score in the spring represents the lowest percentile in the achievement level that is above Stephanie's fall achievement level?
- How has Stephanie's behavior been in the classroom so far this year?
- How many of Stephanie's peers should be able to pass the next reading exam?
- To what extent does Stephanie enjoy reading nonfiction books?

Standard: K.1.A Question Formation

| Absorb
What information needs to be known? | Ask
What question(s) can lead to unknown information? | Accumulate
Which data are required to answer the question(s)? | Access
Where can required data be retrieved? |
|---|---|---|---|
| **Focus of Goal: Scale score increase based on reading performance** | | | |
| Baseline value
(scale score and percentile) | | | |
| Middle of period expected value
(scale score and percentile) | | | |
| End of period expected value
(scale score and percentile) | | | |
| Potential end of period goal value
(scale score and percentile) | | | |

Activity - 07.02A.13

Now it's time to formulate questions that focus on generating supporting evidence that will inform the development of an action plan to help Stephanie achieve her goal. Two questions are posed to identify her greatest needs in the area of reading. The first question focuses on Stephanie's highest level of performance. Which of the following questions could reveal supporting evidence representing Stephanie's highest level of achievement in the area of reading?

- Which area(s) represent Stephanie's highest scale score on the current year's fall interim reading assessment?
- Where was the last place Stephanie went on vacation with her family?
- Why does Stephanie perform better or worse than others in the area of reading?
- What is the highest performance level of Stephanie's peers on the most recent unit test?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance			
Lowest level of performance			

Activity - 07.02A.14

The second question that focuses on generating supporting evidence to inform the development of an action plan addresses Stephanie's lowest level of performance. Which of the following questions could lead you to supporting evidence representing her lowest levels of achievement in the area of reading?
- Which area(s) represent Stephanie's lowest scale score on the current year's fall interim reading assessment?
- Which subcategories are on the district's interim math assessment?
- Why does Stephanie perform better than some of the other students in my classroom?
- What is the lowest performance level of Stephanie's peers on my most recent unit test?

Standard: K.1.A Question Formation

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance			
Lowest level of performance			

Tutorial

Let's take another look at the Ask stage. In this stage you formulate questions based on the missing information identified in the Absorb stage.
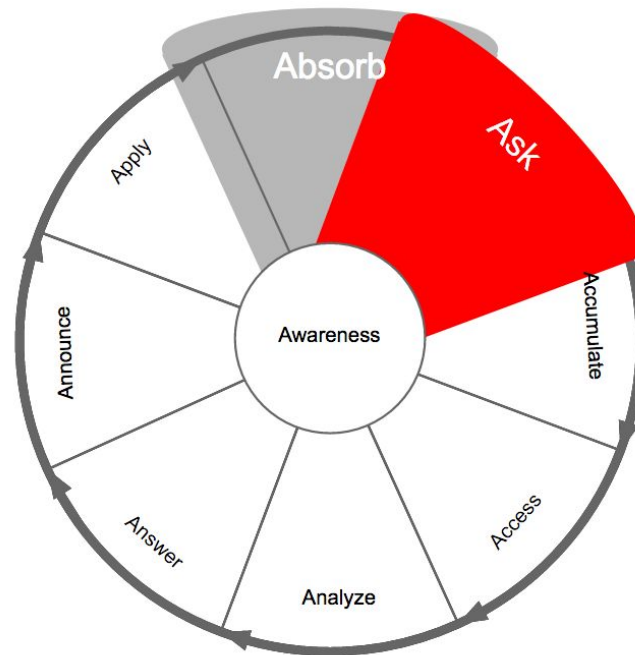
Tutorial

You made a decision to set a goal and write an action plan with your student, Stephanie Sanders. As indicated in the Absorb stage, the goal will focus on increasing Stephanie's scale score in the area of reading from the beginning of the year to the end of the year.

The information required for goal setting that you identified as missing in the Absorb stage includes Stephanie's reading **baseline value**, **middle-of-period expected value**, **end-of-period expected**, and **potential goal value**, as well as as her highest and lowest levels of performance in reading subcategories. In order for you and Stephanie to set a goal for her and write an action plan with strategies that facilitate progress toward her goal, you need to write answerable questions that will reveal the information you identified as missing.

You will formulate a total of 6 questions in this scenario: 4 relevant to the goal of increasing her scale score in the subject of reading and 2 relevant to identifying high and low performance in subcategories of reading.

Tutorial

This individual Goal Setting Data Planner will help you stay organized as you formulate questions in the Ask stage. The focus of the goal and the focus of supporting evidence have been added to the goal setting data planner. Brief descriptions of the information you identified in the Absorb stage as not yet being known have been added to the Absorb column.

Link to individual Goal Setting Data Planner: https://goo.gl/RgzpGR

Goal Setting Data Planner - Individual Student
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal: Scale score increase based on reading performance			
Baseline value (scale score and percentile)			
Middle of period expected value (scale score and percentile)			
End of period expected value (scale score and percentile)			
Potential end of period goal value (scale score and percentile)			
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest levels of performance			
Lowest levels of performance			

Tutorial

The first three questions you need to formulate will help you set a goal focused on increasing Stephanie's scale score in the area of reading. To set the goal, you know you first need to identify or calculate her:
- baseline performance
- middle-of-period expected performance
- end-of-period expected performance

It's important to know the scale score and corresponding percentile for each of these values because the percentile value facilitates a better understanding of what the scale score means in terms of how well the scored compared to other students at his or her grade level in the norm study. The questions you formulate will lead you to appropriate scale score and percentile values.

Tutorial

You begin formulating questions relevant to the goal by posing the following general question:

- "What is Stephanie's baseline scale score and percentile?"

You operationalize this question by stating,

- "What is Stephanie's scale score and corresponding percentile on the current year's fall interim reading assessment?"

Tutorial

The second question you pose is:
- "What is Stephanie's middle-of-year expected scale score and percentile?"
  - You operationalize this question by stating, "What is the district assessment vendor's projected winter scale score and corresponding percentile for the Stephanie?"

The third question you pose -- which is similar to the second question -- is,
- "What is Stephanie's end-of-year expected scale score and percentile?"
  - You operationalize this question by stating, "What is the district assessment vendor's projected spring scale score and corresponding percentile for the Stephanie?"

The fourth question you pose is,
- "What is a potential end-of-year goal value for Stephanie?"
  - You operationalize this question by stating, "What scale score in the spring represents the lowest percentile in the achievement level that is above Stephanie's fall achievement level?"

Tutorial

Four questions relevant to the focus of the goal have been added to the Goal Setting Data Planner

Goal Setting Data Planner - Individual Student
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal: Scale score increase based on reading performance			
Baseline value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's fall interim reading assessment?		
Middle of period expected value (scale score and percentile)	What is the assessment vendor's projected winter scale score and corresponding percentile for the student?		
End of period expected value (scale score and percentile)	What is the assessment vendor's projected spring scale score and corresponding percentile for the student?		
Potential end of period goal value (scale score and percentile)	What scale score in the spring represents the lowest percentile in the achievement level that is above the student's fall achievement level?		
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance			
Lowest level of performance			

Tutorial

The final two questions, which focus on Stephanie's highest and lowest areas of performance within reading subcategories, lead you to supporting evidence that will inform the development and implementation of an action plan to help Stephanie achieve her goal.

You begin formulating a general question to address the highest levels of performance, as follows:
- "What is Stephanie's highest level of performance in the area of reading?"
  - You operationalize this question by stating, "Which area(s) represent Stephanie's highest scale score on the current year's fall interim reading assessment?"

The next question, which is essentially the inverse of the previous question, addresses Stephanie's lowest level of performance:
- "What is Stephanie's lowest level of performance in the area of reading?"
  - You operationalize this question by stating, "Which area(s) represent Stephanie's lowest scale score on the current year's fall interim reading assessment?"

Tutorial

Two questions relevant to the focus of supporting evidence for action planning have been added to the goal setting data planner.

Goal Setting Data Planner - Individual Student
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal: Scale score increase based on reading performance			
Baseline value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's fall interim reading assessment?		
Middle of period expected value (scale score and percentile)	What is the assessment vendor's projected winter scale score and corresponding percentile for the student?		
End of period expected value (scale score and percentile)	What is the assessment vendor's projected spring scale score and corresponding percentile for the student?		
Potential end of period goal value (scale score and percentile)	What scale score in the spring represents the lowest percentile in the achievement level that is above the student's fall achievement level?		
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's fall interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's fall interim reading assessment?		

Tutorial

In this stage you formulated general and operational versions of six questions. Answering the questions will provide you with information that will be helpful for you and Stephanie to set a goal for her in the area of reading and to write an action plan based on her lowest subcategory performance within the area of reading. When you proceed to the Accumulate stage, you will identify specific details of the data required to answer questions you posed in the Ask stage.

Activity Conclusion

Ryan:

Great work! You posed questions that will lead you to Stephanie's baseline, expected, and potential goal values, as well as her highest and lowest levels of performance that will inform goal setting and action planning. Let's move forward to complete more of the Goal Setting Data Planner.
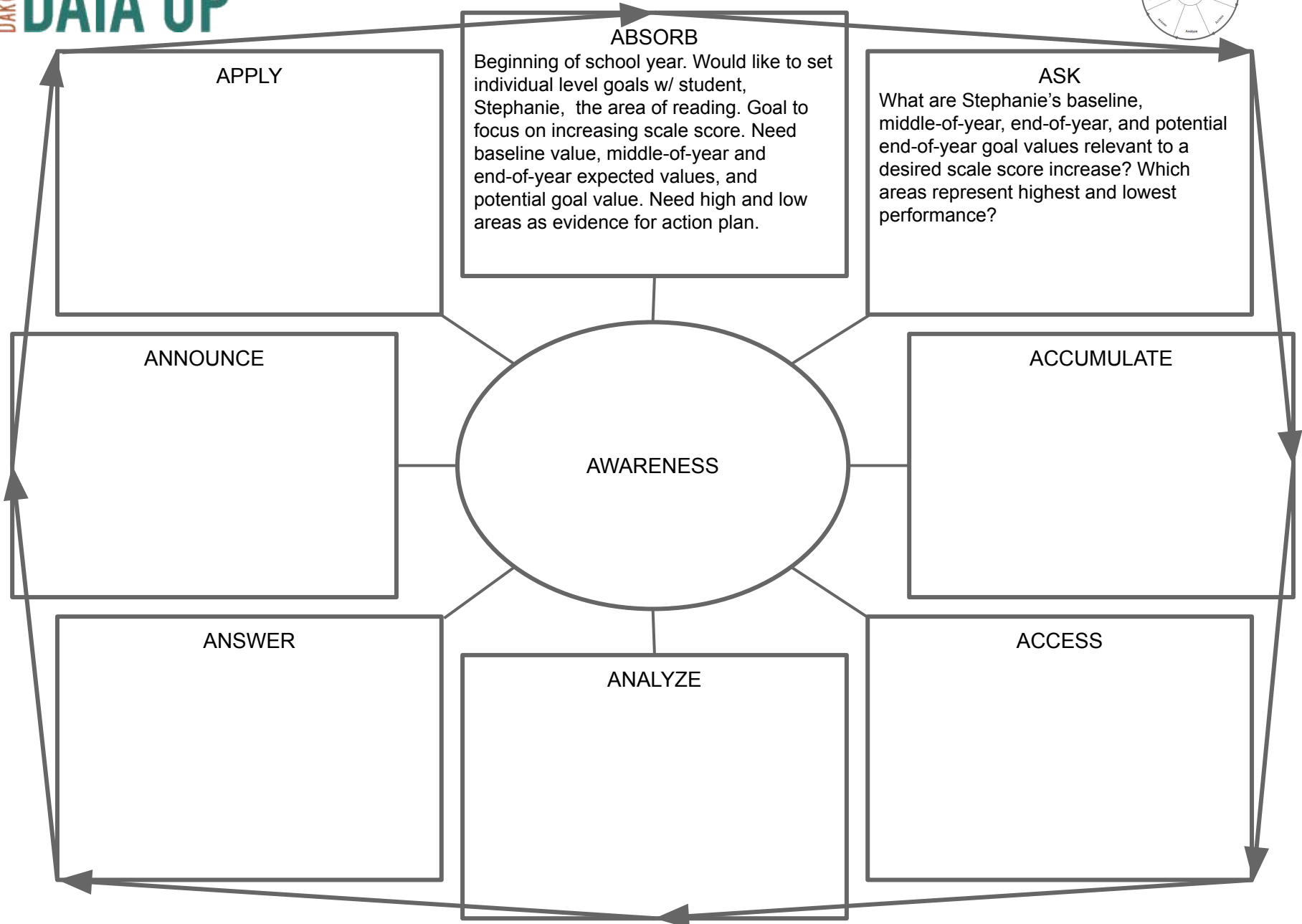
Goal Setting Data Planner - Individual Student
write questions, describe data, identify location of data

NORTH DAKOTA DATA UP

Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Focus of Goal: Scale score increase based on reading performance			
Baseline value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's fall interim reading assessment?		
Middle of period expected value (scale score and percentile)	What is the assessment vendor's projected winter scale score and corresponding percentile for the student?		
End of period expected value (scale score and percentile)	What is the assessment vendor's projected spring scale score and corresponding percentile for the student?		
Potential end of period goal value (scale score and percentile)	What scale score in the spring represents the lowest percentile in the achievement level that is above the student's fall achievement level?		
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's fall interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's fall interim reading assessment?		

A+ Inquiry Framework

The Ask stage has been completed. Abbreviated versions of the questions you posed have been added to the Ask stage in the A+ Inquiry organizer.

NORTH DAKOTA DATA UP

APPLY

ABSORB
Beginning of school year. Would like to set individual level goals w/ student, Stephanie, the area of reading. Goal to focus on increasing scale score. Need baseline value, middle-of-year and end-of-year expected values, and potential goal value. Need high and low areas as evidence for action plan.

ASK
What are Stephanie's baseline, middle-of-year, end-of-year, and potential end-of-year goal values relevant to a desired scale score increase? Which areas represent highest and lowest performance?

ANNOUNCE

ACCUMULATE

AWARENESS

ANSWER

ANALYZE

ACCESS

Activity Answers

07.02A.01	Increase her scale score from the beginning of the year to the end of the year on the district's interim reading assessment
07.02A.02	Stephanie's baseline reading performance, expected levels of reading performance, potential goal value, needs based on highest and lowest levels of performance in reading subcategories
07.02A.03	It will be used as a comparison value when monitoring her middle-of-year progress and evaluating end-of-year goal achievement
07.02A.04	It will be used as a comparison value when measuring the extent to which progress is being made toward achievement of her end-of-year goal
07.02A.05	It will be used as a value for me to consider when identifying a potential end-of-year goal and as a comparison value when interpreting student achievement growth from the beginning to the end of the year
07.02A.06	It will be used as a value for Stephanie and me to consider when we officially establish a challenging, yet attainable, end-of-year goal for her
07.02A.07	They will be used as evidence to inform strategies that Stephanie and I could implement in support of her goal
07.02A.08	Formulate questions that can be answered through analysis of data
07.02A.09	What is Stephanie's scale score and corresponding percentile on the current year's fall interim reading assessment?
07.02A.10	What is the district assessment vendor's projected winter scale score and corresponding percentile for the Stephanie?
07.02A.11	What is the district assessment vendor's projected spring scale score and corresponding percentile for the Stephanie?
07.02A.12	What scale score in the spring represents the lowest percentile in the achievement level that is above Stephanie's fall achievement level?
07.02A.13	Which area(s) represent Stephanie's highest scale score on the current year's fall interim reading assessment?
07.02A.14	Which area(s) represent Stephanie's lowest scale score on the current year's fall interim reading assessment?

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of questions that may be formulated to guide the inquiry cycle for setting a student-level goal.				

Well Done

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