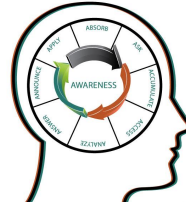




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Develop Your Data Mindset

Module 7 - Student Level Goal Setting Part 2B - Accumulate & Access

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

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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

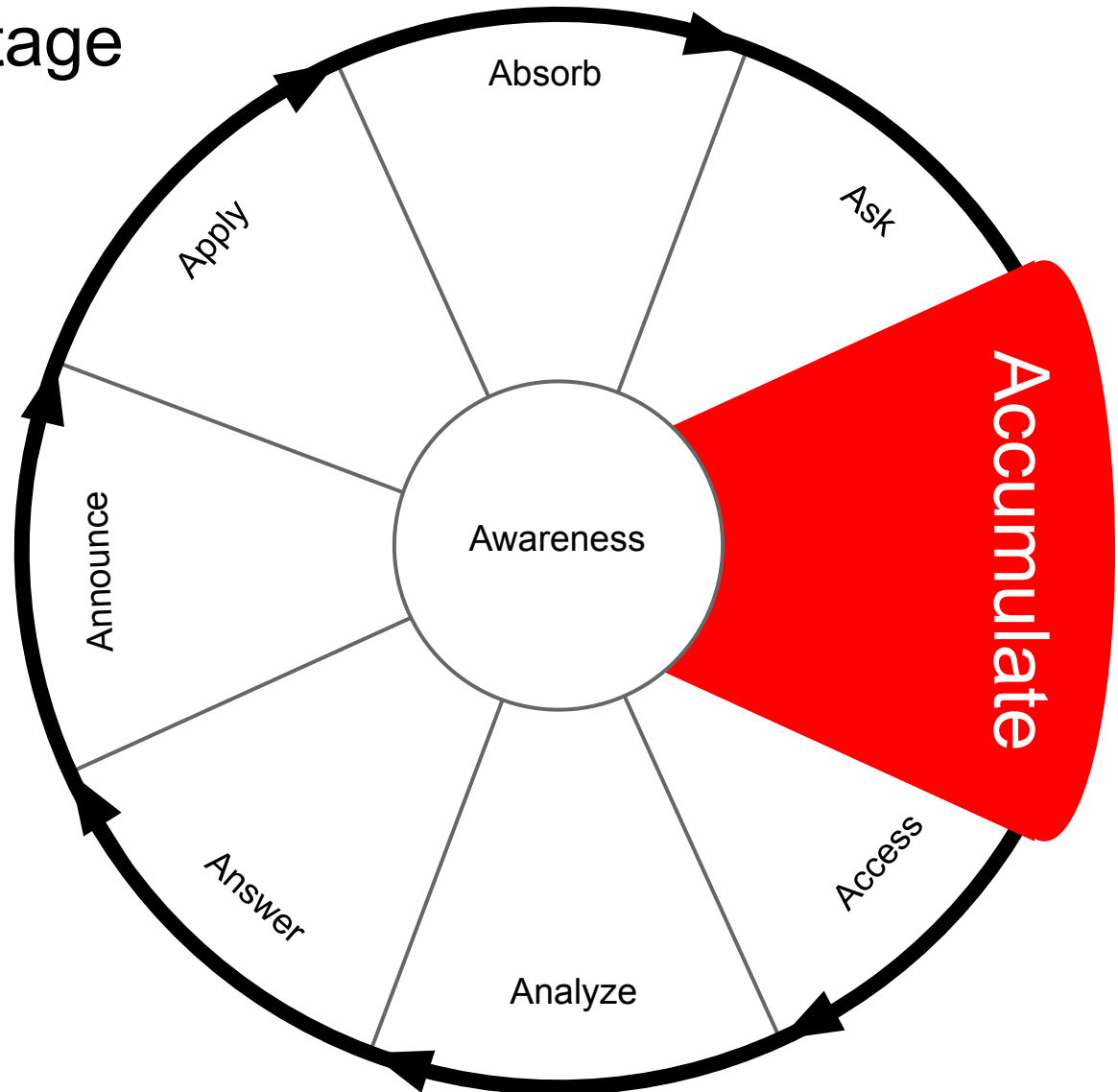
SLDS Data Use Standards

- 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

Accumulate Stage

Ryan:

Now it's time to enter the Accumulate stage where you will identify details of data required to answer the questions you posed in the Ask stage. When formulating the operationalized questions, you demonstrated an awareness of the data you need. Here, you'll specify a few more details of the data, which will help ensure you retrieve the appropriate data in the Access stage.



Accumulate Stage

Ryan:

Now, let's use the individual Goal Setting Data Planner to specify details regarding data that are required to answer the questions you posed in the Ask stage.

Goal Setting Data Planner - Individual Student

write questions, describe data, identify location of data

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



Activity - 07.02B.01

In order to answer the questions posed in the Ask stage, I need Stephanie's _____ data.

- Student learning
- Demographic
- Perception
- Behavior

Standard: K.1.C Types of Data

Activities 07.2B.02 through 06

Please use this portion of the Goal Setting Data Planner to answer the following activities regarding the goal to have a scale score increase based on reading performance.

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?		



Activity - 07.02B.02

The question intended to reveal Stephanie’s baseline value states, “What is Stephanie’s scale score and corresponding percentile on the current year’s fall interim reading assessment?” I need data representing the following details to help me answer the question:

- Current year, fall term, district interim reading assessment, Stephanie’s scale score and percentile
- Current year, most recent unit test, Stephanie’s expected performance on a middle-of-year chapter quiz, average performance on the spring test
- Prior year, students in Stephanie’s class, prior year interim reading assessment, fall term, average scale score and median percentile
- Current year students in Stephanie’s class, first unit reading assessment, fall term, average winter score, average spring score

Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?		



Activity - 07.02B.03

The question intended to reveal Stephanie’s middle-of-period expected value value states, “What is the assessment vendor’s projected winter scale score and corresponding percentile for Stephanie?” I need data representing the following details to help me answer the question:

- Current year, fall term, district interim reading assessment, Stephanie’s scale score and percentile, winter scale score representing average growth based on Stephanie’s fall score
- Current year, most recent unit test, Stephanie’s expected performance on a middle-of-year chapter quiz, average performance on the spring test
- Prior year, students in Stephanie’s class, prior year interim reading assessment, winter term, average scale score and median percentile
- Current year students in Stephanie’s class, winter unit reading assessment, average fall score, average winter score, average spring score

Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
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?		



Activity - 07.02B.04

The question intended to reveal Stephanie’s middle-of-period expected value value states, “What is the assessment vendor’s projected spring scale score and corresponding percentile for Stephanie?” I need data representing the following details to help me answer the question:

- Current year, fall term, district interim reading assessment, Stephanie’s scale score and percentile, spring scale score representing average growth based on Stephanie’s fall score
- Current year, winter term, Stephanie’s expected middle-of-year test grade, Stephanie’s perceptions of how well she thinks she’ll perform in the spring
- Prior year, students in Stephanie’s class, interim reading assessment, winter term, district’s average scale score based on students in one grade above Stephanie
- Current year, students in Stephanie’s class, winter unit reading assessment, average fall score, average winter score, average spring score

Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
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?		



Activity - 07.02B.05

The question intended to reveal Stephanie’s middle-of-period expected value value states, “What scale score in the spring represents the lowest percentile in the achievement level that is above Stephanie’s fall achievement level?” I need data representing the following details to help me answer the question:

- Current year, fall term, district interim reading assessment, Stephanie’s scale score and percentile, minimum scale score in the spring representing the achievement level above Stephanie’s fall level
- Current year, spring term, Stephanie’s expected end-of-year report card grade, perceptions of Stephanie’s parents on how well she’ll perform at the end of the year
- Current year, students in Stephanie’s class, interim reading assessment, spring term, district’s average scale score based on students in one grade level below Stephanie
- Current year, students in Stephanie’s class, winter unit reading assessment, average fall score, average winter score, average spring score

Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
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?		



Activity - 07.02B.06

Questions leading to evidence for the action action plan that will be set toward the beginning of the year to help Stephanie achieve her goal include, “Which area(s) represent Stephanie’s highest scale score on the current year’s fall interim reading assessment?” and “Which area(s) represent the Stephanie’s lowest scale score on the current year’s fall interim reading assessment?” I need data representing the following description to help me answer these questions:

- Current year interim reading assessment, fall term, Stephanie’s scale scores by subcategory
- Current year interim reading assessment, winter term, all students in Stephanie’s class, prior year interim reading assessment, fall term, percentage of students average or above by subcategory
- Current year students, current year oral reading test, percentage of Stephanie’s peers completing the assessment by grade level
- Prior year students, prior year oral reading test, percentage of students in Stephanie’s current class that completed the test the prior year

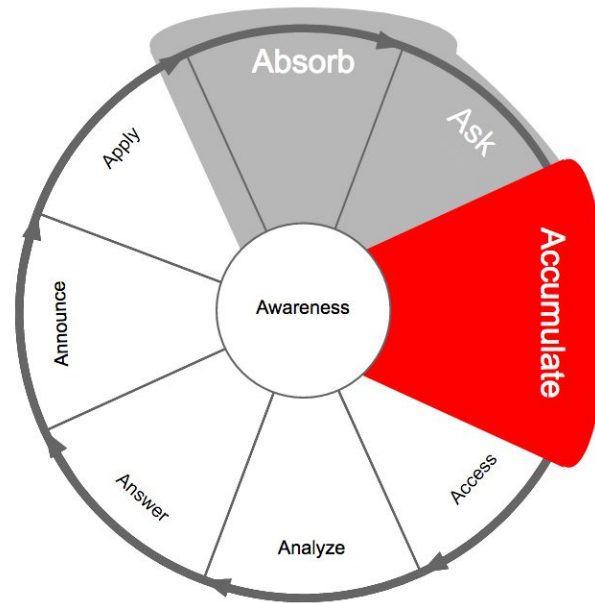
Standard K.1.C Types of Data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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 the *Accumulate stage*, you specify the data required to answer your questions and verify the data have been collected in a valid and reliable way.

In this case, you need some of Stephanie's student learning data that have already been accumulated. The goal setting data planner will help facilitate alignment of the questions posed in the Ask stage with details of the data required to answer each question.



Tutorial

Let's begin with questions relevant to Stephanie's goal, which will focus on a scale score increase the area of reading. The following data are required to answer the *baseline value question*, "What is Stephanie's scale score and corresponding percentile on the current year's fall interim reading assessment?"

- Stephanie's
- Scale score [and] corresponding percentile [on the]
- Current year's interim reading assessment [representing the]
- Fall term

Tutorial

The *middle-of-period expected value question*, “What is the district assessment vendor’s projected winter scale score and corresponding percentile for the Stephanie?” needs the same data required for the baseline question, as well as the assessment vendor’s projected score based on average fall to winter growth of students at the same grade level and with the same fall score as Stephanie.

The *end-of-period expected value question*, “What is the district assessment vendor’s projected spring scale score and corresponding percentile for the Stephanie?” requires data similar to that which is required for the *middle-of-period expected value question*. However, rather than needing the vendor’s winter projected value for Stephanie, the vendor’s spring projected value for Stephanie is required.

The *potential end-of-period goal value question*, “What scale score in the spring represents the lowest percentile in the achievement level that is above Stephanie’s fall achievement level?” needs the same data required for the baseline question, as well as the minimum spring scale score representing the next achievement level based on the assessment vendor’s norm study.

Tutorial

Details of data required to answer questions relevant to the focus of Stephanie's goal have been added to the Goal Setting Data Planner.

Goal Setting Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, individual student, scale scr, percentile	
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?	Same as baseline AND winter scale score representing average growth based on same fall score	
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?	Same as baseline AND spring scale score representing average growth based on same fall score	
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?	Same as baseline AND minimum spring scale score representing next 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

Let's now take a look at data required to answer questions relevant to supporting evidence for Stephanie's action plan, which focuses on her scale score by reading subcategory. The following data are required to answer the *question regarding high areas of achievement*, "Which area(s) represent Stephanie's highest scale score on the current year's fall interim reading assessment?"

- Stephanie's
- Scale score [in each]
- Reading subcategory [on the]
- Current year's interim reading assessment [representing the]
- Fall term

The same data are required for the *question regarding low areas of achievement*, "Which area(s) represent Stephanie's lowest scale score on the current year's fall interim reading assessment?"

Tutorial

Details of data required to answer questions relevant to 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

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, individual student, scale scr, percentile	
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?	Same as baseline AND winter scale score representing average growth based on same fall score	
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?	Same as baseline AND spring scale score representing average growth based on same fall score	
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?	Same as baseline AND minimum spring scale score representing next 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?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's fall interim reading assessment?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	

Tutorial

Now that you've described details of the data required to answer each question, you'll be able to proceed to the *Access* stage where you will retrieve the required data.

Activity Conclusion

Ryan:

Excellent! You specified details of data required to answer the questions you posed in the Ask stage.

Goal Setting Data Planner - Individual Student

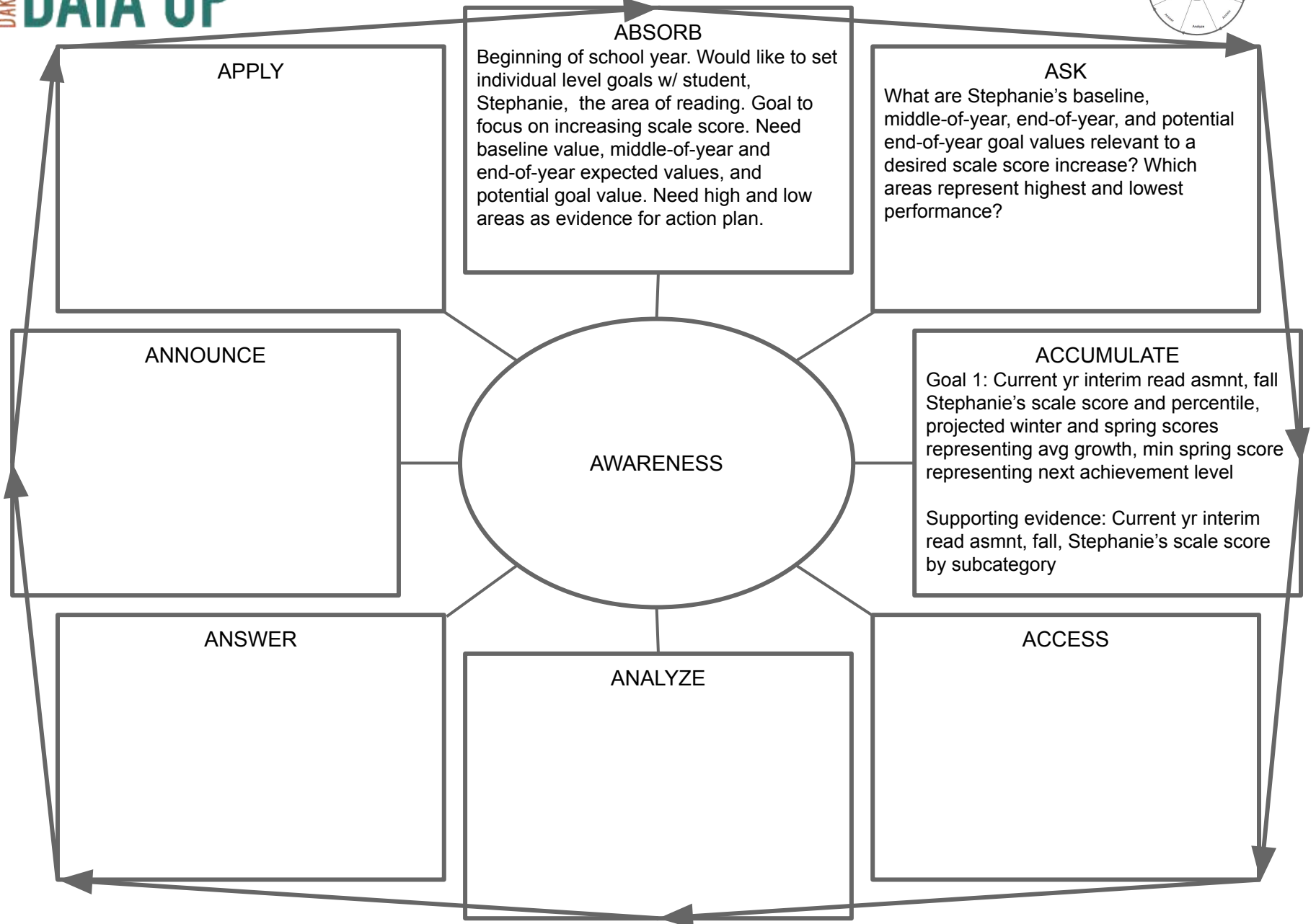
write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, individual student, scale scr, percentile	
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?	Same as baseline AND winter scale score representing average growth based on same fall score	
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?	Same as baseline AND spring scale score representing average growth based on same fall score	
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?	Same as baseline AND minimum spring scale score representing next 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?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's fall interim reading assessment?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	

A+ Inquiry Framework

The Accumulate stage has been completed. Details representing the data you need have been added to the Accumulate stage in the A+ Inquiry organizer.

A+ INQUIRY
 GRAPHIC ORGANIZER - Student Goal Setting



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?

ACCUMULATE

Goal 1: Current yr interim read asmnt, fall Stephanie's scale score and percentile, projected winter and spring scores representing avg growth, min spring score representing next achievement level

Supporting evidence: Current yr interim read asmnt, fall, Stephanie's scale score by subcategory

ACCESS

ANALYZE

ANSWER

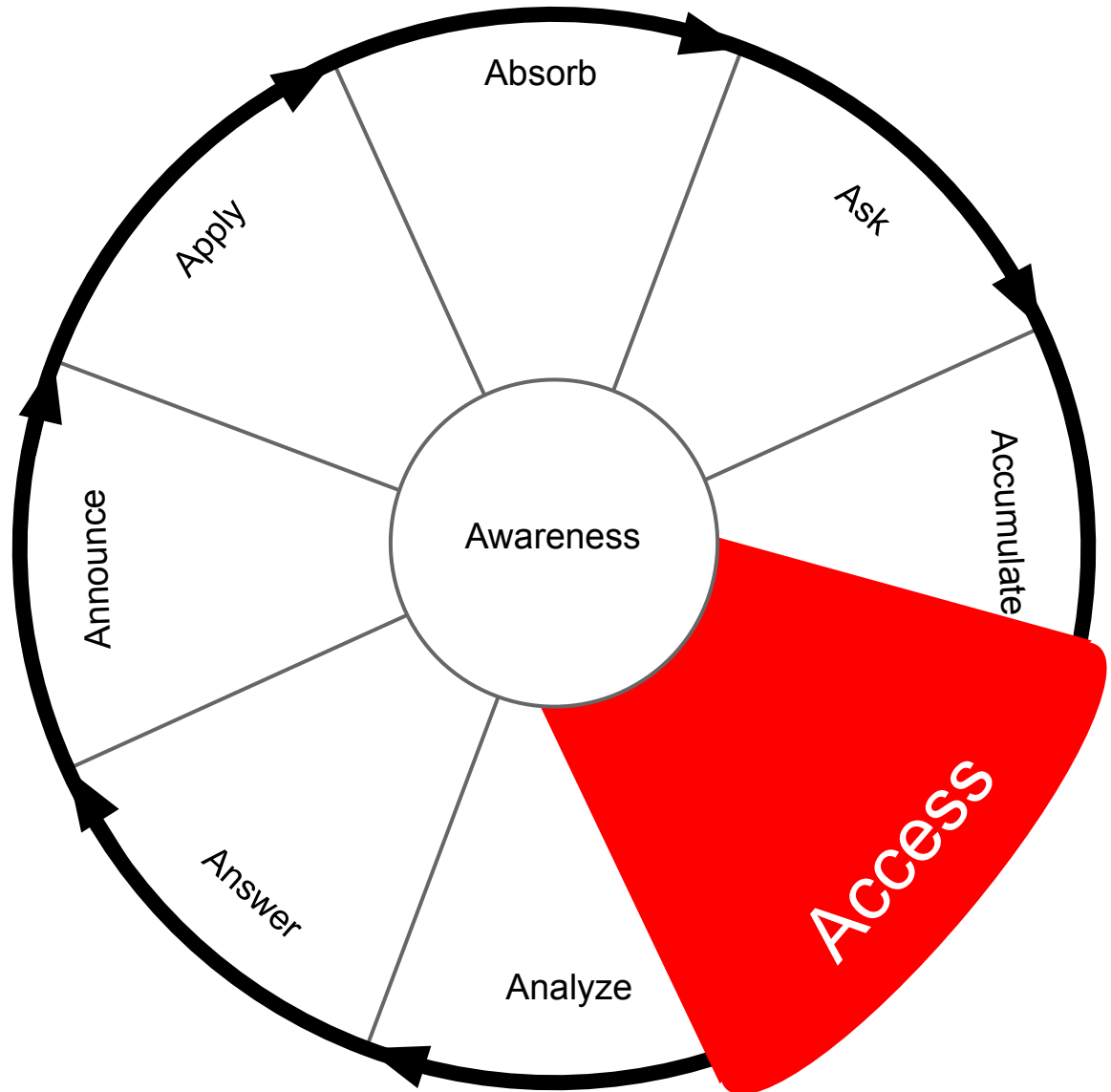
ANNOUNCE

APPLY

Access Stage

Ryan:

Now it's time to enter the Access stage where you will retrieve the specific data you identified in the accumulate stage. **It's time to open your computer and dig in!**



Access Stage

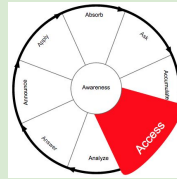
Ryan:

Let's use the Goal Setting Data Planner to identify where you will retrieve the data you specified in the Accumulate stage.

Goal Setting Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, individual student, scale scr, percentile	
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?	Same as baseline AND winter scale score representing average growth based on same fall score	
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?	Same as baseline AND spring scale score representing average growth based on same fall score	
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?	Same as baseline AND minimum spring scale score representing next 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?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's fall interim reading assessment?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	

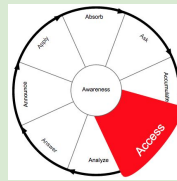


Activity - 07.02B.07

I will retrieve data required to answer each question in the _____?

- Statewide Longitudinal Data System report
- File cabinet in my classroom
- Spreadsheet file on my computer
- PowerSchool student information system

Standard: K.1.F Data Sources




Activity - 07.02B.08

After logging into the SLDS, I will click _____ to begin accessing the data?

- Reports
- Dashboards
- KPI
- Data Editors


Standard: S.2.A Data Discovery and Data Acquisition



[About Us](#) |
 [ND SLDS HOME](#) |
 [SLDS TRAINING](#)


Historical, timely, and predictive information on students

Reports




Reports give you quick access to information without having to aggregate and sort data. You can drill-down, export or print reports.

Dashboards

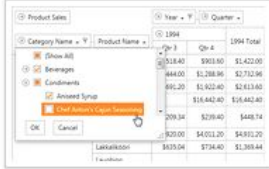


Dashboard is a collection of reports, input controls, graphics, labels, and web content that displays in a single, integrated view.


KPI

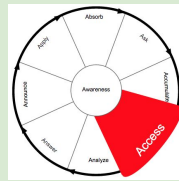


Interactive Analysis



Data Editors





Activity - 07.02B.09

I need to select the _____ reports category?

- State
- District
- School
- Teacher

Standard: S.2.A Data Discovery and Data Acquisition

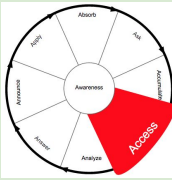
A search bar with a magnifying glass icon is at the top. Below it is a list of navigation items:

- Dashboard Insight
- Reports** upd
 - ▶ State
 - ▶ Regional upd
 - ▶ District
 - ▶ School
 - ▶ Teacher
 - ▶ Student upd
 - ▶ Data Quality
- Dashboards
- KPI
- Interactive Analysis
- Data Editors

Activities 07.2B.10 through 13

Please use this portion of the Goal Setting Data Planner to answer the following activities regarding the goal to have a scale score increase based on reading performance.

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, individual student, scale scr, percentile	
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?	Same as baseline AND winter scale score representing average growth based on same fall score	
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?	Same as baseline AND spring scale score representing average growth based on same fall score	
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?	Same as baseline AND minimum spring scale score representing next achievement level	



Activity - 07.02B.10

The _____ report includes data that will help me answer the following question: “What is Stephanie’s scale score and corresponding percentile on the current year’s fall interim reading assessment?”

- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Group Level Multi-Year by Subgroup (percentage of students achieving proficiency by subgroup)
- Group Level Single-Year by Grade (percentage of students achieving proficiency by subject and grade)

Standard: S.2.A Data Discovery and Data Acquisition

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, individual student, scale scr, percentile	



Activity - 07.02B.11

The _____ report includes data that will help me answer the following question regarding Stephanie’s middle-of-year and end-of-year expected performance levels: “What is the assessment vendor’s projected winter scale score and corresponding percentile for Stephanie?” and “What is the assessment vendor’s projected spring scale score and corresponding percentile for Stephanie?”

- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Student Level Multi Term Overview by Group (percentile and scale score by test term for multiple students across one year)

Standard: S.2.A Data Discovery and Data Acquisition

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
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?	Same as baseline AND winter scale score representing average growth based on same fall score	
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?	Same as baseline AND spring scale score representing average growth based on same fall score	



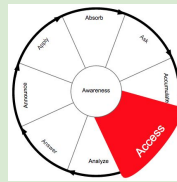
Activity - 07.02B.12

The _____ report includes data that will help me answer the following question regarding Stephanie’s potential end-of-year goal value: “What scale score in the spring represents the lowest percentile in the achievement level that is above Stephanie’s fall achievement level?”

- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Student Level Single Term Details by Group (percentile, scale, score, and other details by subject and subcategories for multiple students during one test term)
- Student Level Multi Term Overview by Group (percentile and scale score by test term for multiple students across one year)

Standard: S.2.A Data Discovery and Data Acquisition

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
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?	Same as baseline AND winter scale score representing average growth based on same fall score	
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?	Same as baseline AND spring scale score representing average growth based on same fall score	



Activity - 07.02B.13

The _____ report includes data that will help me answer the following questions regarding Stephanie’s highest and lowest levels of achievement: Which area(s) represent Stephanie’s highest scale score on the current year’s fall interim reading assessment” and “Which area(s) represent the Stephanie’s lowest scale score on the current year’s fall interim reading assessment?”

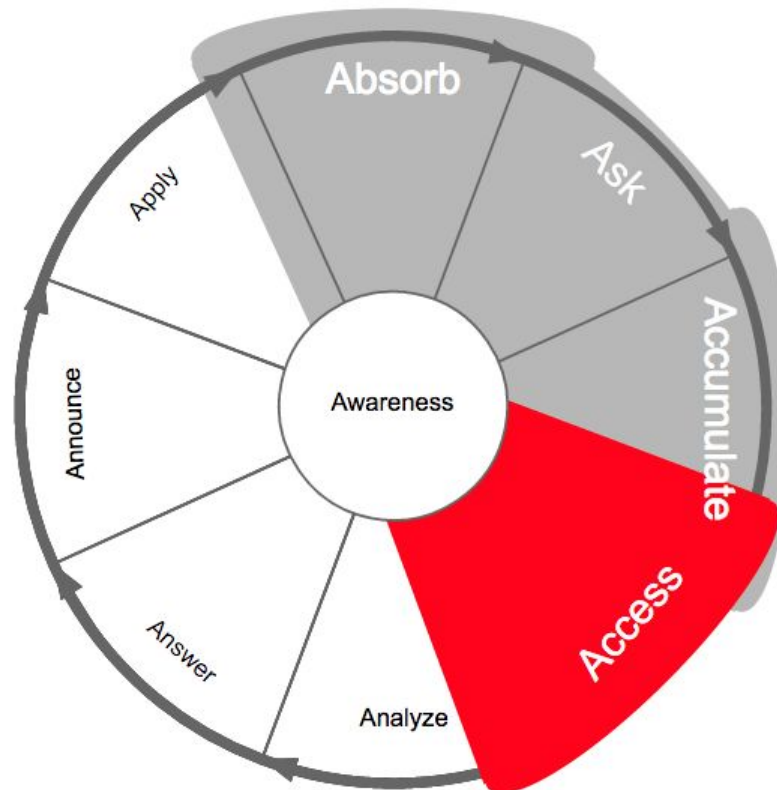
- Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
- Group Level Multi-Year by Grade (percentage of students achieving proficiency by year and grade)
- Group Level Multi-Year by Subgroup (percentage of students achieving proficiency by subgroup)
- Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

Standard: S.2.A Data Discovery and Data Acquisition

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year’s fall interim reading assessment?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	

Tutorial

In the *Access stage*, you retrieve the accumulated data that are required for analysis. The required data may be accessed in the Statewide Longitudinal Data System (SLDS). You go to the SLDS and login with your username and password. After logging in, click the link that directs you to the “Reports” section.



Tutorial

The data you need to answer the six questions posed in the Ask stage are available in different sections of the same “Individual Student Multi-Year, Multi-Term” report. Note that the location, title, and/or layout of the report you need may change over time. Fortunately, you know enough details about the required data so the information will be easier to find even if the report name or format changes. It’s much easier to find what you need when you know what you’re looking for.

Tutorial

Here's an image of the "Individual Student Multi-Year, Multi-Term" report, which includes various sections with data that will be analyzed to help answer all questions posed in the Ask stage.

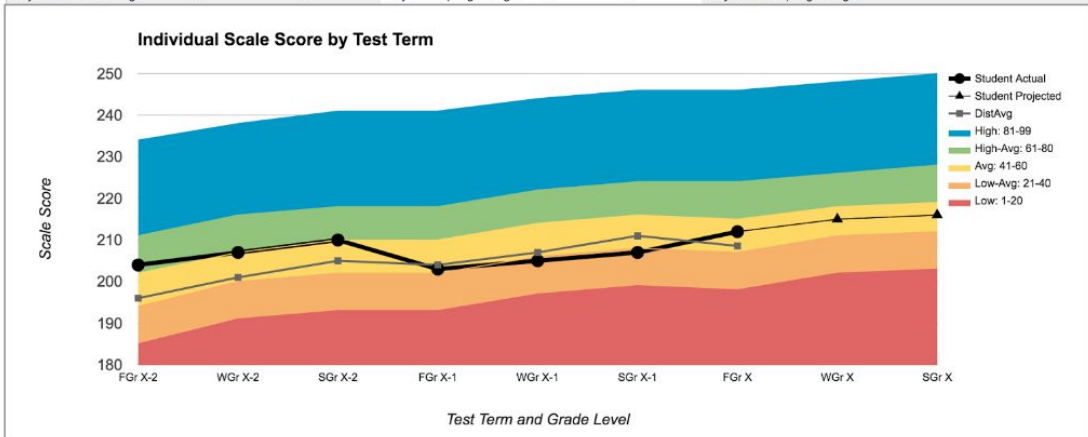
Link to report image:
<https://goo.gl/2e4B9J>

Individual Student Multi-Year, Multi-Term

Description	Percentile and scale score of a single student by subject for multiple terms and multiple years; Percentile and scale score of a single student by subcategory for multiple terms across a single year; includes fall to winter, fall to spring, and winter to spring projected scores
Guiding Question(s)	What is a student's performance level in a subject and subcategories? Which subcategories represent a student's highest and lowest level of performance? What is a student's projected performance level? Did a student perform at, above, or below the expected performance level?
Potential Use(s)	Set goal, write action plan, monitor interim progress toward goal, evaluate extent to which goal was met
Assessment Name	Interim / Benchmark Assessment (e.g. aimsweb, NWEA, Star)
Subject	Reading
Year	Current year
Test Term	Fall
Student Name	Stephanie Sanders

Subject and Subcategory Performance (Current Year)									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867						
Literature	45	209							
Informational Text	52	212							
Vocabulary Acquisition and Use	61	215							

Projected Performance (Current Year)								
Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change		

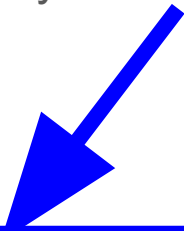


	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Grade X Score Ranges by Percentile Category and Test Term						
Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203

Tutorial

Data required for answering the questions regarding Stephanie's baseline and her highest and lowest levels of performance are available in the "Subject and Subcategory Performance" section of the report.



Subject and Subcategory Performance (Current Year)

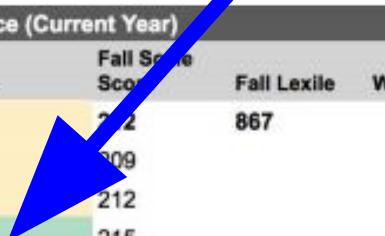
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867						
<i>Literature</i>	45	209							
<i>Informational Text</i>	52	212							
<i>Vocabulary Acquisition and Use</i>	61	215							

Projected Performance (Current Year)

Fall to Winter Projection	Score	%ile	Fall to Spring Projection	Score	%ile	Winter to Spring Projection	Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change		

Tutorial

Data required for answering the question regarding Stephanie's middle-of-year expected performance are available in the "Projected Performance" section of the report.

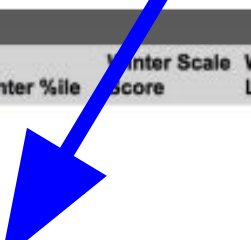


Subject and Subcategory Performance (Current Year)									
	Fall %ile	Fall Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867						
<i>Literature</i>	45	209							
<i>Informational Text</i>	52	212							
<i>Vocabulary Acquisition and Use</i>	61	215							

Projected Performance (Current Year)								
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection		
	Score	%ile		Score	%ile		Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change		

Tutorial

Data required for answering the question regarding Stephanie's end-of-year expected performance are also available in the "Projected Performance" section of the report.

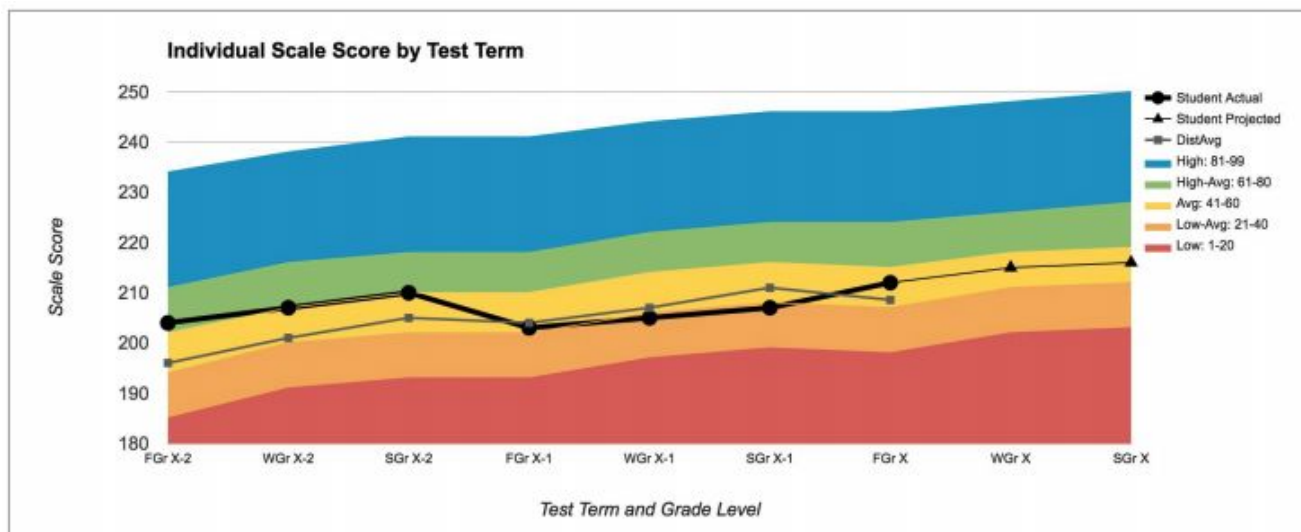


Subject and Subcategory Performance (Current Year)									
	Fall %ile	Fall Scale Score	Fall Lexile	Winter %ile	Winter Scale Score	Winter Lexile	Spring %ile	Spring Scale Score	Spring Lexile
Reading	52	212	867						
<i>Literature</i>	45	209							
<i>Informational Text</i>	52	212							
<i>Vocabulary Acquisition and Use</i>	61	215							

Projected Performance (Current Year)								
Fall to Winter Projection			Fall to Spring Projection			Winter to Spring Projection		
	Score	%ile		Score	%ile		Score	%ile
Proj winter value	215	52	Proj spring value	216	52	Proj spring value		
Proj fall to winter change	3	0	Proj fall to spring change	4	0	Proj winter to spring change		

Tutorial

Data required for answering the question regarding a potential end-of-year goal for Stephanie are available in the “Scale Score by Test Term” and “Grade X Score Ranges by Percentile Category and Test Term” sections of the report.



	FGr X-2	WGr X-2	SGr X-2	FGr X-1	WGr X-1	SGr X-1	FGr X	WGr X	SGr X
Student Actual	204	207	210	203	205	207	212		
Student Projected								215	216
DistAvg	196	201	205	204	207	211	209		

Percentile category	Fall Grade X Scores		Winter Grade X Scores		Spring Grade X Scores	
	Min	Max	Min	Max	Min	Max
High: 81-99	225	246	227	248	229	250
High-Avg: 61-80	216	224	219	226	220	228
Avg: 41-60	208	215	212	218	213	219
Low-Avg: 21-40	199	207	203	211	204	212
Low: 1-20	176	198	180	202	182	203

Tutorial

The title of the SLDS report, which includes data that can help answer questions relevant to the focus of Stephanie's goal and the focus of supporting evidence for her action plan has been added to the Goal Setting Data Planner

Goal Setting Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, individual student, scale scr, percentile	Individual Student Multi-Year, Multi-Term
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?	Same as baseline AND winter scale score representing average growth based on same fall score	Individual Student Multi-Year, Multi-Term
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?	Same as baseline AND spring scale score representing average growth based on same fall score	Individual Student Multi-Year, Multi-Term
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?	Same as baseline AND minimum spring scale score representing next achievement level	Individual Student Multi-Year, Multi-Term
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?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's fall interim reading assessment?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term

Activity Conclusion

Ryan:

Well done! You know where to access the data you need in the SLDS and can move on to analyzing the data and answering your questions.

Link to complete individual Goal Setting Data Planner: <https://goo.gl/ymM9NM>

Goal Setting Data Planner - Individual Student

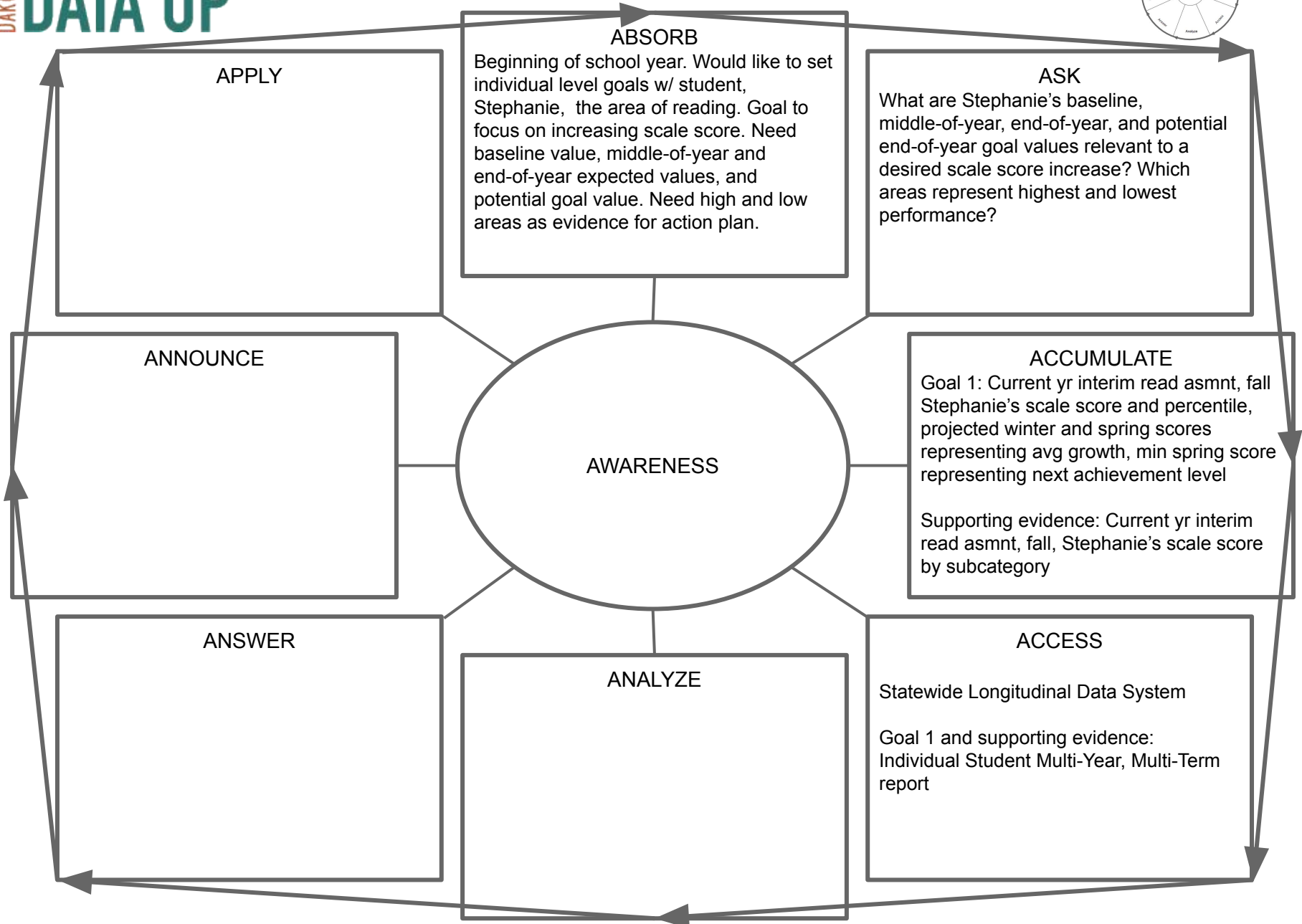
write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
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?	Current yr interim read asmnt, fall, individual student, scale scr, percentile	Individual Student Multi-Year, Multi-Term
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?	Same as baseline AND winter scale score representing average growth based on same fall score	Individual Student Multi-Year, Multi-Term
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?	Same as baseline AND spring scale score representing average growth based on same fall score	Individual Student Multi-Year, Multi-Term
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?	Same as baseline AND minimum spring scale score representing next achievement level	Individual Student Multi-Year, Multi-Term
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?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's fall interim reading assessment?	Current yr interim read asmnt, fall, individual student, scale score by subcategory	Individual Student Multi-Year, Multi-Term

A+ Inquiry Framework

The Access stage has been completed. The location where you may retrieve the data you need have been added to the Access stage in the A+ Inquiry organizer.

A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Setting



Activity Answers

07.02B.01	Student learning
07.02B.02	Current year, fall term, district interim reading assessment, Stephanie's scale score and percentile
07.02B.03	Current year, fall term, district interim reading assessment, Stephanie's scale score and percentile, winter scale score representing average growth based on Stephanie's fall score
07.02B.04	Current year, fall term, district interim reading assessment, Stephanie's scale score and percentile, spring scale score representing average growth based on Stephanie's fall score
07.02B.05	Current year, fall term, district interim reading assessment, Stephanie's scale score and percentile, minimum scale score in the spring representing the achievement level above Stephanie's fall level
07.02B.06	Current year interim reading assessment, fall term, Stephanie's scale scores by subcategory
07.02B.07	Statewide Longitudinal Data System report
07.02B.08	Reports
07.02B.09	Teacher
07.02B.10	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
07.02B.11	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
07.02B.12	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores)
07.02B.13	Individual Student Multi-Year, Multi Term (percentile and scale score of a single student by subject for multiple terms and multiple years; percentile and scale score of a single student by subcategory for multiple terms across a single year; includes projected scores); Group Level Multi-Year by Grade (percentage of students achieving proficiency by year and grade); Group Level Multi-Year by Subgroup (percentage of students achieving proficiency by subgroup); Group Level Single-Term Details (percentage and number of students at each performance level by subject area and subcategories)

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of data that may be useful for setting a student-level goal				
This module part increased my knowledge of locations where data utilized for setting a student-level goal may be retrieved				

Well Done

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