Develop Your Data Mindset

Module 9 - Periodic Assessment for Differentiation
Part 2 - Absorb, Ask, Accumulate, Access

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Learning Goals

- Formulate questions to guide the inquiry cycle for identifying the appropriate text measure of an article for each student
- Specify data that are useful for identifying the appropriate text measure of an article for each student
- Identify locations where data utilized for identifying the appropriate text measure of an article for each student may be retrieved

SLDS Data Use Standards

- 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.E Data Metric: Knows that MEASURES can be broken down into data metrics, which are calculated for ANALYSIS and monitored for changes

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

- K.2.D Data Context: Knows the circumstances and purposes for which data are collected

- S.2.A Data Discovery and Data 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:
Now that I know the data from the fall interim assessments I may change some of my lesson plans for the new year.
Teacher 2:
Yeah. I really need to evaluate the reading level of the content I'm using.
Teacher 3:
Are you two talking about work over there? We have a Christmas party in just a few minutes!
Teacher 4:
Of course they are! Some of us don't sleep in all Christmas break.
Teacher 5:
I'm cannot wait to dig into the calendar some more. I so I can begin planning to differentiate instruction in January.
Teacher 6:
I wonder wonder if those pies are differentiated for my taste buds.

Introduction

Ryan:

Remember this image of your Assessment Calendar? The portion we are covering in this module is in color. Specifically, we're focusing on differentiating instruction for students based on each student's performance level on the most recent district interim reading assessment. In this case, we'll be using fall data because the winter and spring assessments have not yet been administered. As soon as winter assessment results become available, they will be used for a similar purpose of differentiation. The same is true for spring assessment results when they become available. As such, although we are currently focusing only on fall data, fall, winter, and spring test terms are highlighted in the "When are students assessed?" column because the differentiation practice being covered here is applicable throughout the year.

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:

Data utilized for differentiating instruction fits in the scope of study framework for a formative purpose. As you can see, the participants in the study are students. Student learning data is required. The district is the decision maker of the collection methods. Data are collected periodically. Data are analyzed at the individual student level. The focus of the question is to identify each student's performance level.

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

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

Type(s) of disciplined inquiry		
Assessment	Evaluation	Research

Purpose(s) of required data		
Formative	Summative	Other

Participants in the study			
Students	Parents	Staff	Other

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

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

Frequency of collection			
Ongoing	Periodic	One-time	Other

Unit level of analysis	
Individual	Group

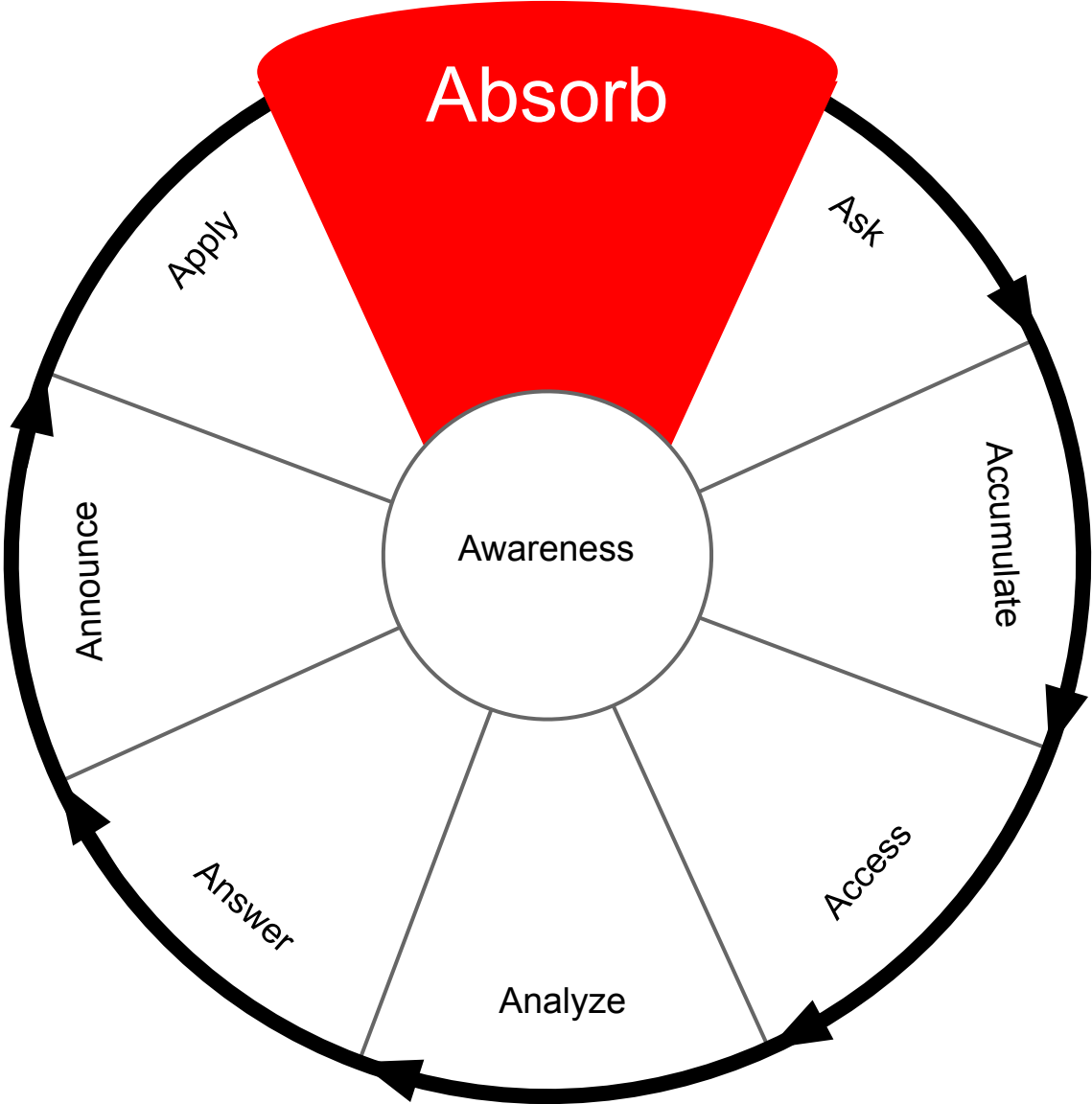| Focus of the question(s)				
Performance	Highest / lowest	At / above / below expected	Positive / negative trend	Other

Introduction

Ryan:

In which stage should you begin?

Introduction

Ryan:

That's right. The Absorb stage is the right place to start. Now you can access your periodic assessment for differentiated instruction flyer from your data binder! We are going to work through some more review questions make sure you are ready to dig into the data reports for differentiating instruction.

Link to periodic assessment for differentiated instruction flyer:
https://goo.gl/FmfNDJ
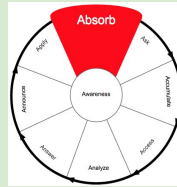
Activity - 09.02.01

You are designing a lesson for your students on the Nobel Peace Prize and would like to assign a relevant article for them to read. Your students recently completed the district's fall interim reading assessment. You are aware that your students represent a broad range of reading levels and would like to ensure the text difficulty of the article you assign is not too easy or too difficult for their respective reading levels. You found a Nobel Peace Prize article on a website (e.g., Newsela.com) that offers variations of the same article at different reading levels. The article is available at the following Lexile text measures: 670L, 950L, 1050L, and 1200L. You make a plan to assign the appropriately leveled article to each student based on his or her reading level. In this case, you will be differentiating by _____.

- content
- process
- products
- learning environment

Standard: K.2.D Data Context
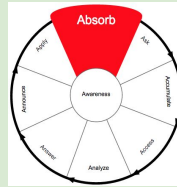
Activity - 09.02.02

If the Lexile text measure range of your student is 600 - 750, the appropriate article level for that student would be _____.

- 670L
- 950L
- 1050L
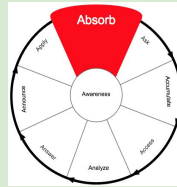- 1200L

Standard: K.1.E Data Metric

Activity - 09.02.03

If the Lexile text measure range of your student is 850 - 1100, the appropriate article level for that student would be _____.

- 670L
- 950L
- 1050L
- 1200L

Standard: K.1.E Data Metric
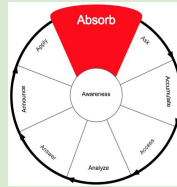
Activity - 09.02.04

Ultimately, you need to know the appropriate article level for each student. In order to identify the appropriate article level for each student, it's important for you to know each student's

- reading performance level (i.e., reader measure) and text measure range
- preferred genre of reading and amount of time spent reading each week
- arrival time at school each day and attendance patterns
- level of happiness and passion for reading

Standard: K.2.D Data Context

Tutorial

In the Absorb stage, you identify known details about a context and reveal a need for more knowledge. In this case, you are designing a lesson for your students focused on the Nobel Peace Prize. As part of the lesson, you plan to assign a common article for them to read and discuss. You are aware not all students in your class are capable of reading at the same level; therefore, you would like to make sure the article's text difficulty is appropriately leveled for each student.

Tutorial

You visit a website, such as Newsela.com, that offers multiple versions of a common article at different Lexile text measures. You locate an article on the website relevant to the Nobel Peace Prize. The article is available at the following Lexile text measures: 670L, 950L, 1050L, and 1200L. By assigning an appropriately leveled article to each student based on his or her reading level, you are differentiating by content.

Nobel Peace Prize

Lexile text measure

1200L

1050L

950L

670L

Tutorial

Sometimes there will be only one text measure of the article within a student's range. Other times, there will not be any -- or there will be multiple -- text measures of the article within a student's range. Decision rules for selecting the appropriate article level are covered in the Answer stage.

Nobel Peace Prize

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lexile text measure

**1200L**

1050L

950L

670L

Tutorial

In order to identify the appropriate article level for each student, it's important for you to know the reading performance level (i.e., reader measure) and text measure range of each student. As a reminder a reader measure represents reading comprehension ability and a text measure represents text difficulty and complexity.
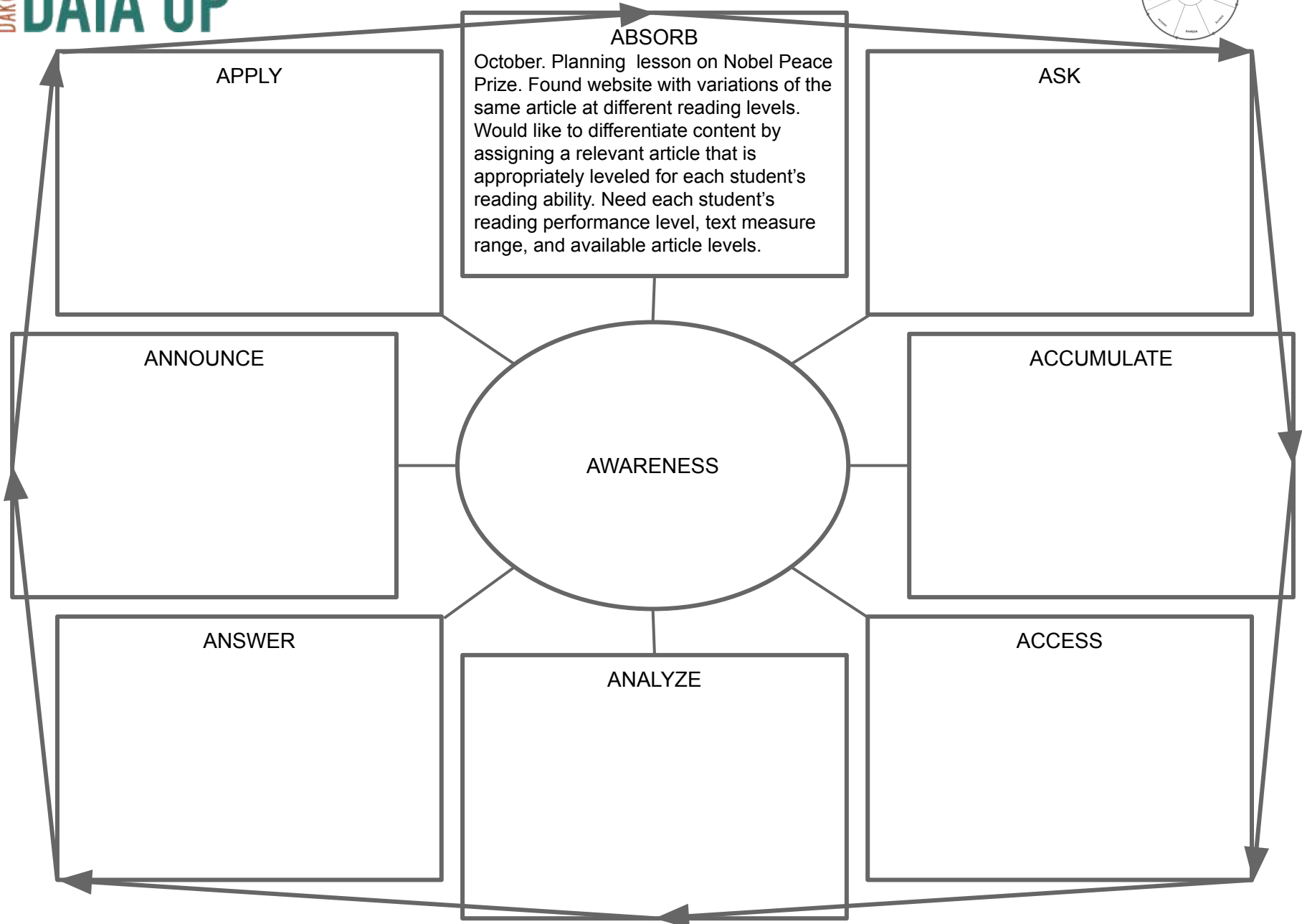
Text measure range

Reading performance (i.e., reader measure)

Text measure minimum and maximum by reader measure

Reader or Text Measure

- Reader Measure
- Text Measure Min
- Text Measure Max

Student
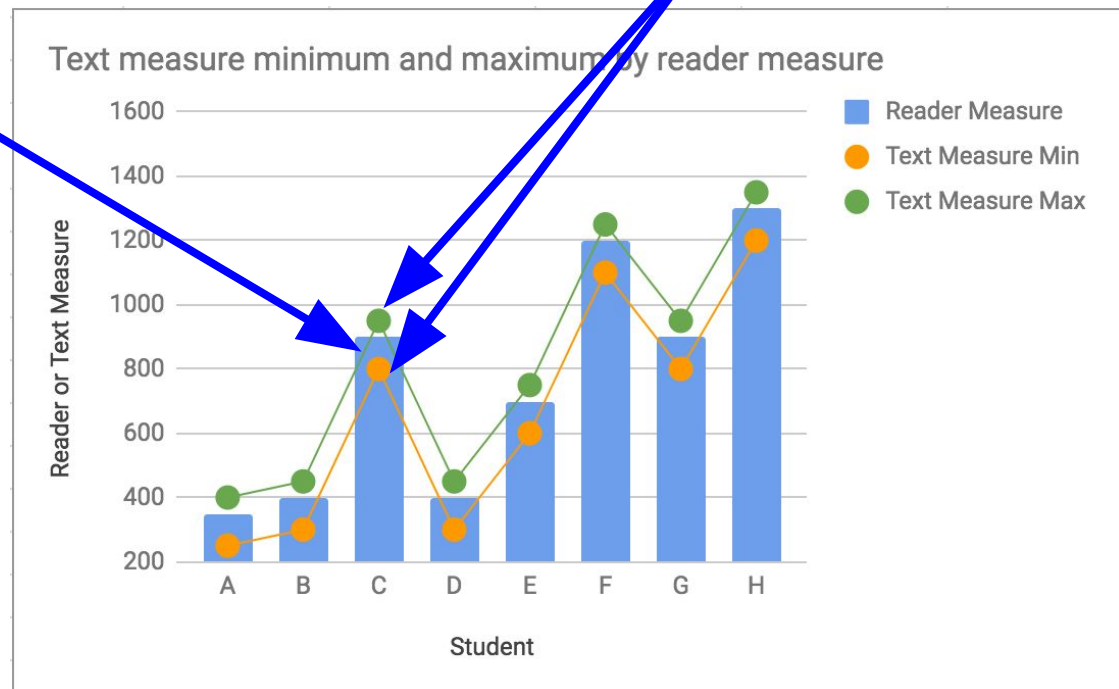
A+ Inquiry

The Absorb stage has been completed. You understand the context and identified general details of missing information that could be revealed by data.

APPLY

ABSORB
October. Planning lesson on Nobel Peace Prize. Found website with variations of the same article at different reading levels. Would like to differentiate content by assigning a relevant article that is appropriately leveled for each student's reading ability. Need each student's reading performance level, text measure range, and available article levels.

ASK

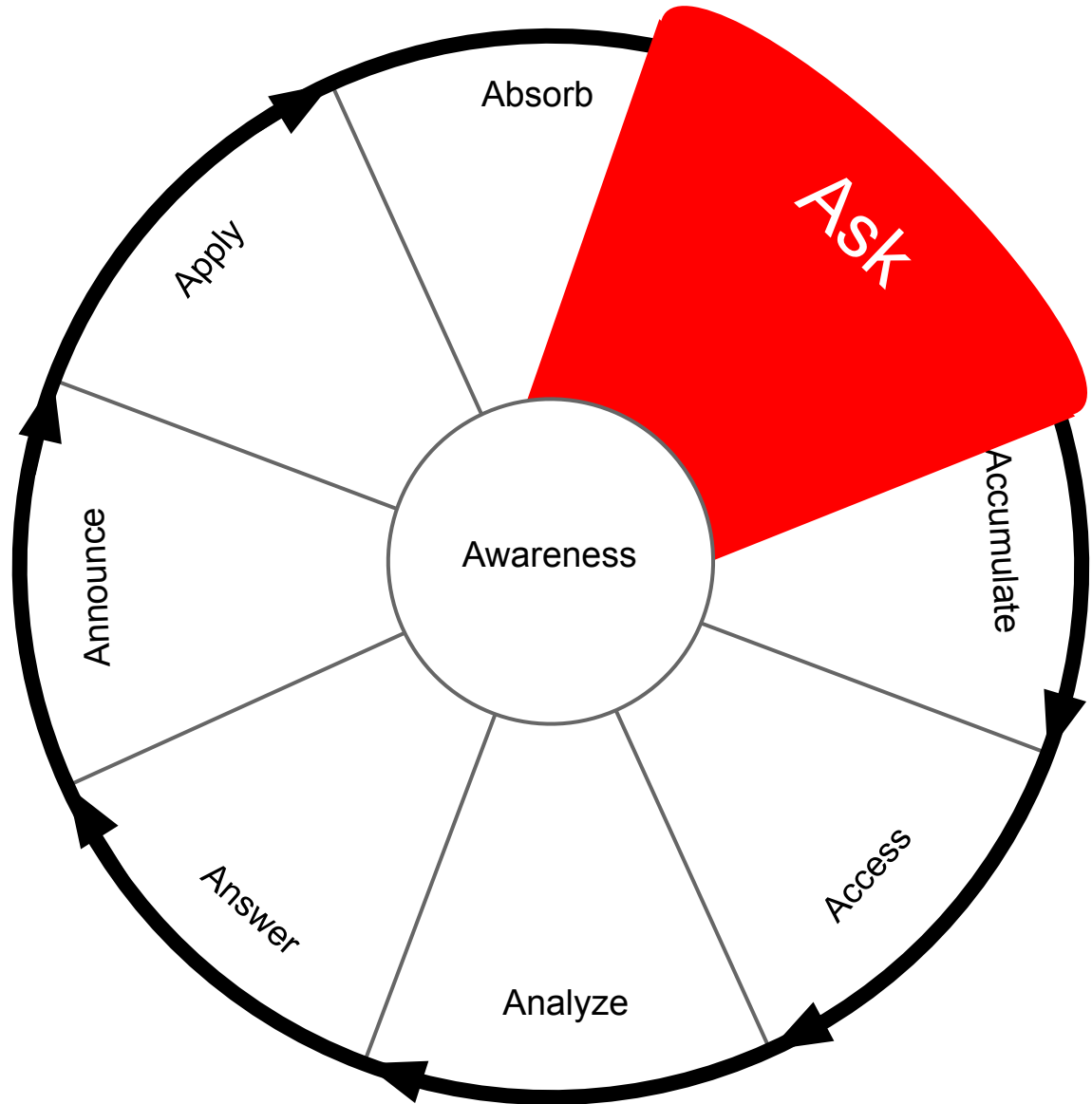ANNOUNCE

AWARENESS

ACCUMULATE

ANSWER

ANALYZE

ACCESS

Ask Stage

Ryan:

Now that you are past the Absorb stage, let's see if you can ask operationalized or answerable questions.

They lead you to the information you need to know.

Activity - 09.02.05

In the ask stage, it's important to
- Formulate questions that can be answered through analysis of data
- Write questions that are longer than thirty words
- Conduct analysis of the data you have collected
- Share data with your colleagues

Standard: K.1.A Question Formation

Activity - 09.02.06

Before you will be able to identify the article level appropriate for each student in your class, you need to know the reading performance level and text measure range of each student. You begin the Ask stage by formulating a general question that will lead you to each student's reading performance level, "What is each of my student's reading performance level?" As it is currently written, this question is too vague to be answerable for the current purpose. What would be an appropriate operational version of this question?

- What was each of my student's Lexile reader measure on the district's most recent interim reading assessment?
- How well did each student in my classroom perform on the district's interim reading assessment?
- What percentage of questions did each student in my classroom answer correctly on the most recent teacher-designed test?
- Which students in my class performed better than others on the district's most recent interim reading assessment?

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?*
Reading performance level of each student			
Text measure range of each student			
Appropriate article level for each student			

Activity - 09.02.07

Your next question focuses on identifying an appropriate range of text difficulty for each student. If you know the Lexile Reader measure of each student on the current year's fall district interim reading assessment, then you'll be able to calculate the text measure range of each student. You formulate the need to establish text difficulty ranges into a general question, "What is each student's Lexile text measure range?" What would be an appropriate operational version of this question?

- What is the range representing highest and lowest levels of text each student in my class should be reading based on interim assessment performance?
- Why is it important to define a text measure range for each student in my class based on the district's most recent interim reading assessment?
- What are the minimum and maximum Lexile text measures appropriate for each student in my class based on performance on the district's most recent interim reading assessment?
- What Lexile text measures represent the standard range of text difficulty below and above the Lexile reader measure of each student in my class on the district's most recent interim reading assessment?

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?*
Reading performance level of each student			
Text measure range of each student			
Appropriate article level for each student			

Activity - 09.02.08

If you know the Lexile text range applicable to each student, you will be able to identify the appropriate article level for each student. You begin formulating a question that will lead you to identification of the correct article for each student, "Which article level is appropriate for each student?" What would be a more answerable version of this question?

- Which is the highest Lexile text measure of the article that represents a value within or closest to the Lexile text measure range of each of my students based on the district's most recent interim reading assessment?
- Which article level was self-selected by each student as an appropriate level of text difficulty for his or her reading level?
- What does each of my student's parents think would be an appropriate level of text difficulty for the student to read?
- What is the average Lexile reader measure of my students based on the district's most recent interim reading assessment?

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? |
|---|---|---|---|
Reading performance level of each student			
Text measure range of each student			
Appropriate article level for each student			

Tutorial

Let's take another look at the Ask stage. In this stage you pose questions that, if answered, will provide you with the knowledge you are currently missing. You begin this stage by figuring out what information is missing and formulating it into a question.

Then, you operationalize the question by demonstrating awareness of data that have been, or could be, accumulated to help answer the question.
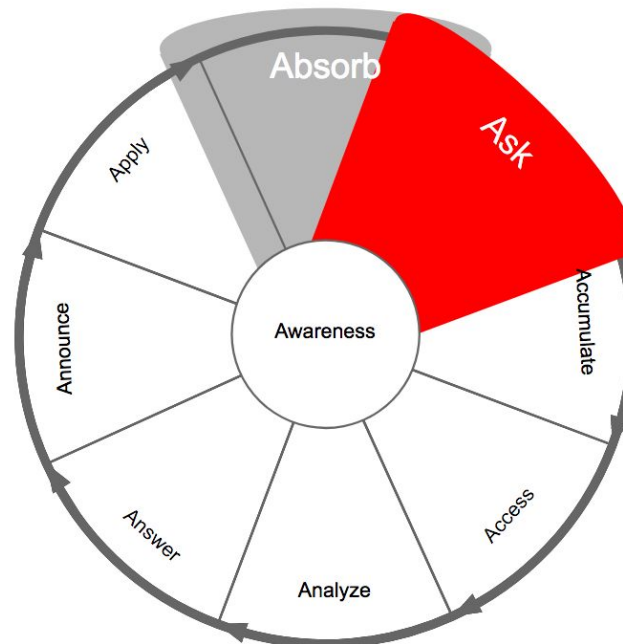
Tutorial

The Absorb stage revealed a need for you to know the appropriate article level for each student. In order to identify the appropriate article levels, you need to know the reading performance level and text measure range of each student.
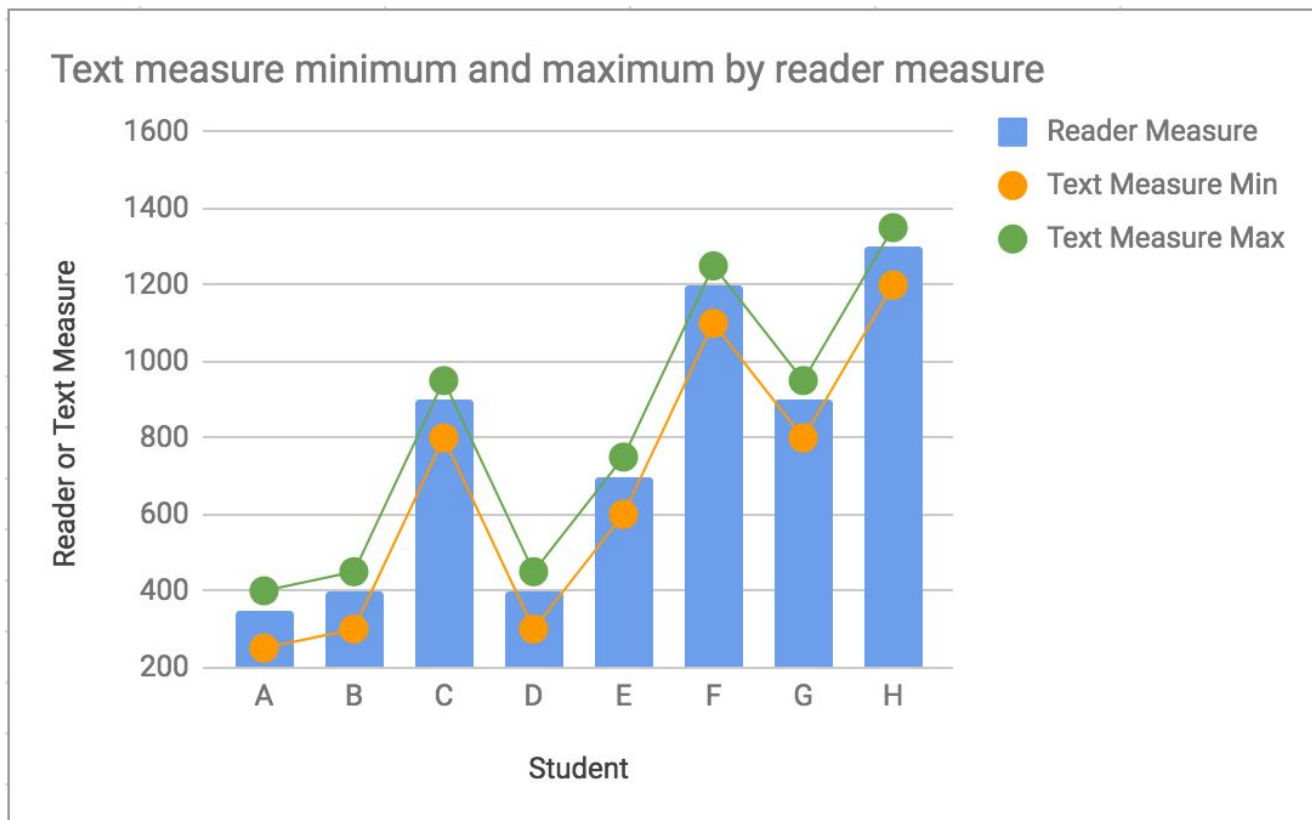
Tutorial

This Goal Setting Data Planner will help you stay organized as you formulate questions in the Ask stage.

Link to blank Goal Setting Data Planner: https://goo.gl/LCprPi

Tutorial

Brief descriptions of the information you identified in the Absorb stage as not yet being known have been added to the Absorb column.

Data Planner - Periodic Assessment for Differentiating Instruction
write questions, describe data, identify location of data

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?*
Reading performance level of each student			
Text measure range of each student			
Appropriate article level for each student			

NORTH DAKOTA DATA UP

Tutorial

You formulate three questions that will lead you to the information identified as missing.

You begin by asking the following general question: "What is each of my student's reading performance level?" You operationalize this question by stating, "What was each of my student's Lexile reader measure on the district's most recent interim reading assessment?"

The answers to the question regarding each student's Lexile reader measure will provide you with information required to answer the next general question, "What is each student's Lexile text measure range?" You operationalize *this* question by stating, "What Lexile text measures represent the standard range of text difficulty below and above the Lexile reader measure of each student in my class on the district's most recent interim reading assessment?"

The answers to the question regarding each student's Lexile text measure range will provide you with information required to answer the last general question, "Which article level is appropriate for each student?" You operationalize this question by stating, "Which is the highest Lexile text measure of the article that represents a value within or closest to the Lexile text measure range of each of my students based on the district's most recent interim reading assessment?"

Tutorial

General versions of the three questions have been added to the data planner.

Data Planner - Periodic Assessment for Differentiating Instruction
write questions, describe data, identify location of data

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?*
Reading performance level of each student	What is each student's Lexile reader measure?		
Text measure range of each student	What is each student's Lexile text measure range?		
Appropriate article level for each student	Which article level is appropriate for each student?		

A+ Inquiry Framework

The Ask stage has been completed. Now you have three questions that can be answered with data.
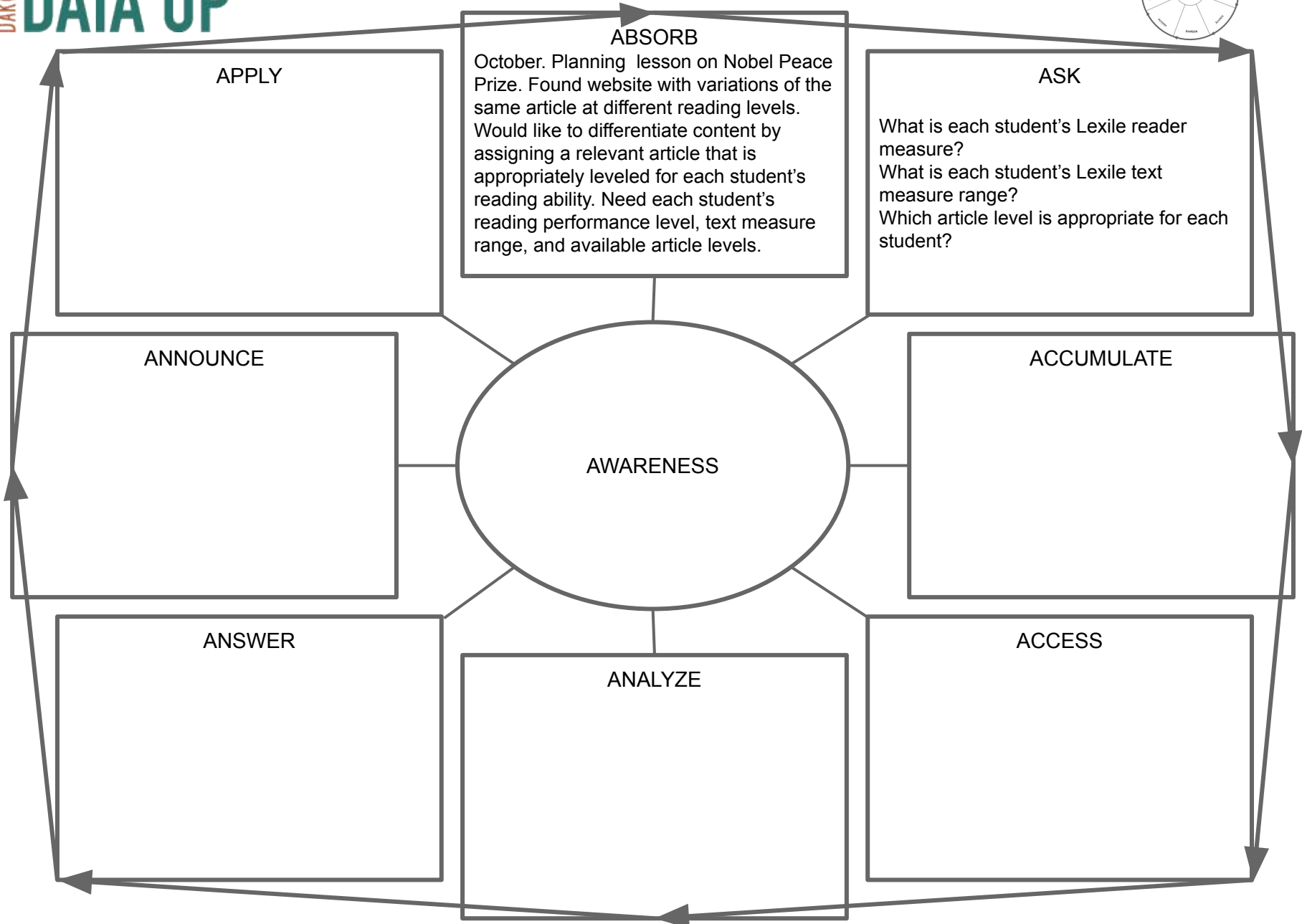
NORTH DAKOTA DATA UP

APPLY

ABSORB

October. Planning lesson on Nobel Peace Prize. Found website with variations of the same article at different reading levels. Would like to differentiate content by assigning a relevant article that is appropriately leveled for each student's reading ability. Need each student's reading performance level, text measure range, and available article levels.

ASK

What is each student's Lexile reader measure?
What is each student's Lexile text measure range?
Which article level is appropriate for each student?

ANNOUNCE

AWARENESS

ACCUMULATE

ANSWER

ANALYZE

ACCESS
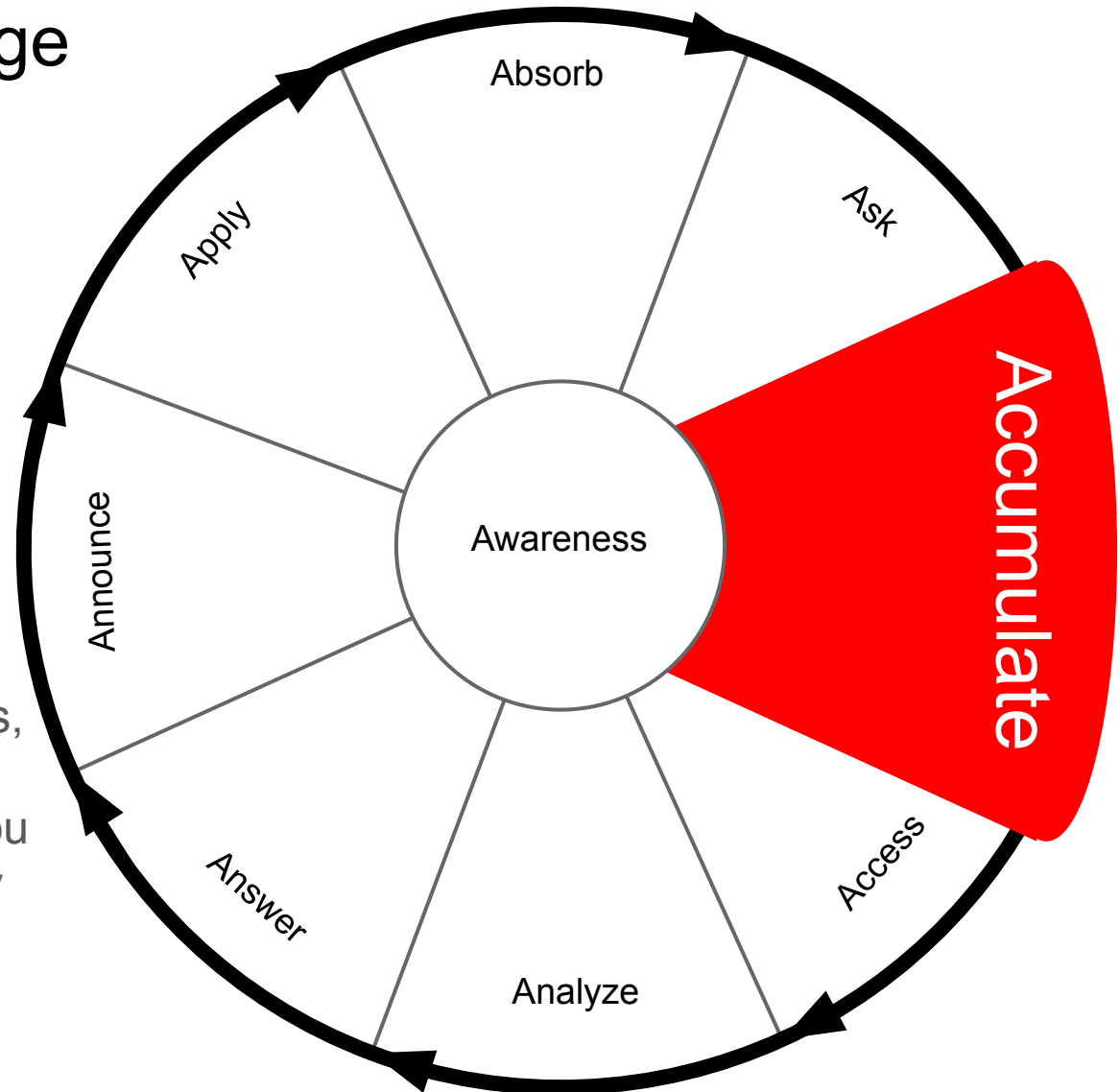
Accumulate Stage

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.

Activity - 09.02.09

All data required to answer questions posed in the Ask stage have already been accumulated. Therefore, in this stage, we'll simply describe details of required data that have already been accumulated to help ensure appropriate data are retrieved in the Access stage.

In order to answer the questions posed in the Ask stage, I need student learning data collected from _____
- Students in my class
- Students at all grade levels in my school
- Teachers of students in similar grade levels
- Administrators in my school

Standard K.1.C Types of Data

Activity - 09.02.10

The operational version of the first question formulated in the Ask stage relevant to student reading performance states, "What was each of my student's Lexile reader measure on the district's most recent interim reading assessment?" I need data representing the following description to help me answer this question

- Current year students, current year district interim reading assessment, fall term, individual Lexile reader measure
- Current year students, fall unit test, individual percent correct on test
- Current year students, interim reading assessment, fall term, percentile
- Current year students, first unit reading assessment, fall term, average scale score

Standard K.1.C Types of Data

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?*
Reading performance level of each student	What is each student's Lexile reader measure?		
Text measure range of each student	What is each student's Lexile text measure range?		
Appropriate article level for each student	Which article level is appropriate for each student?		

Activity - 09.02.11

The operational version of the second question formulated in the Ask stage relevant to each student's Lexile text measure range states, "What Lexile text measures represent the standard range of text difficulty below and above the Lexile reader measure of each student in my class on the district's most recent interim reading assessment?" I need the same data required to answer the question regarding each student's Lexile reader measure, as well as

- Standard minimum and maximum Lexile measures above and below a given student's reader measure
- Parental perceptions about the appropriate minimum and maximum Lexile reader measures of their students
- Highest and lowest levels of text difficulty each student has ever attempted reading in class or at home
- Ranges of literary genres relevant to each student's interests

Standard K.1.C Types of Data

| 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? |
|---|---|---|---|
| Reading performance level of each student | What is each student's Lexile reader measure? | | |
| Text measure range of each student | What is each student's Lexile text measure range? | | |
| Appropriate article level for each student | Which article level is appropriate for each student? | | |

Activity - 09.02.12

The operational version of the third question formulated in the Ask stage relevant to the appropriate article level for each student states, "Which is the highest Lexile text measure of the article that represents a value within or closest to the Lexile text measure range of each of my students based on the district's most recent interim reading assessment?" I need the same data required to answer the question regarding each student's Lexile reader measure and each student's Lexile text measure range, as well as

- Lexile text measure values available for the article
- Each student's perception about the highest level of article he or she should be reading
- Highest level of text difficulty each student has ever attempted reading outside of the classroom
- Highest level of text difficulty representing a literary genre relevant to each student's interests

Standard K.1.C Types of Data

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?*
Reading performance level of each student	What is each student's Lexile reader measure?	 	
Text measure range of each student	What is each student's Lexile text measure range?		
Appropriate article level for each student	Which article level is appropriate for each student?		

Tutorial

In the Accumulate stage, you specify details of the data required to answer your questions and verify the data have been collected in a valid and reliable way.

If the data have already been accumulated, you simply acknowledge that they have been collected. If the data had not already been accumulated, you would need to be attentive to data collection methods, including from whom, when, and how the required data would be collected.
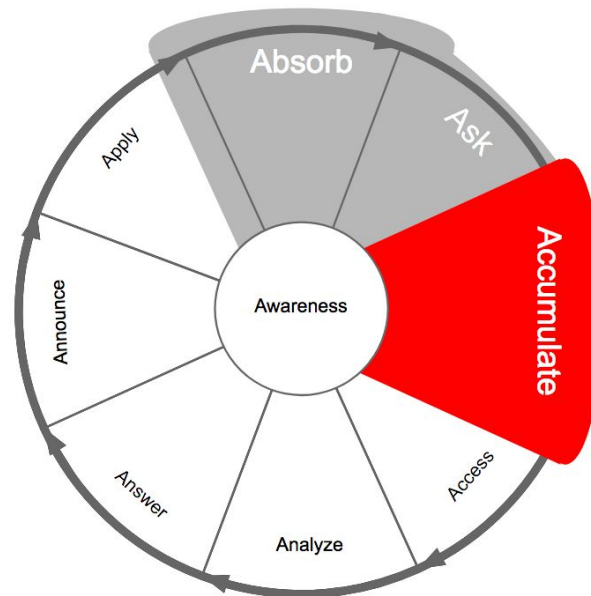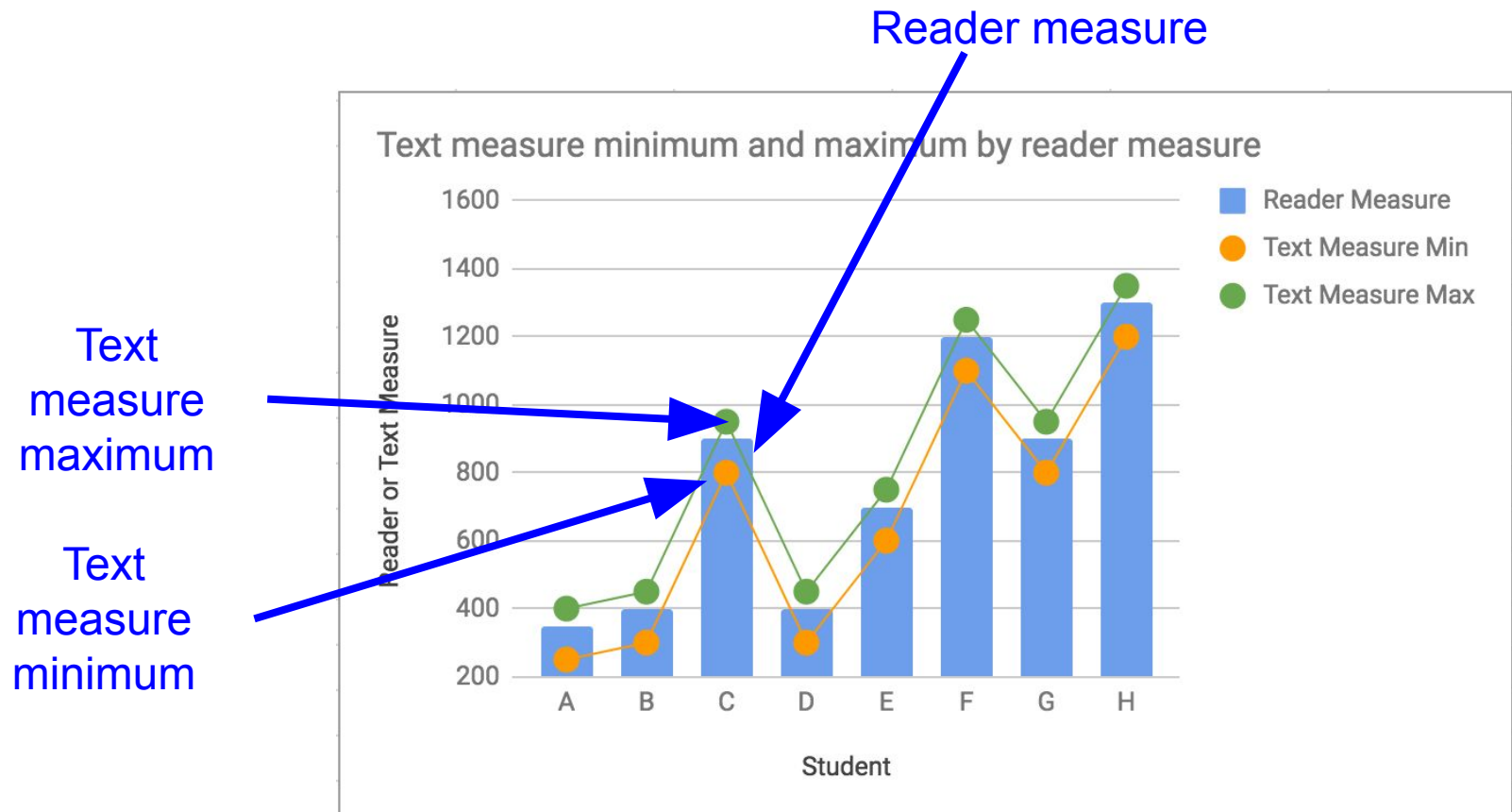
Tutorial

In this case, in order to answer the first question, which focuses on each student's reading performance level, you need each student's:

- Lexile reader measure [based on the]
- Current year's interim reading assessment [representing the]
- Fall term

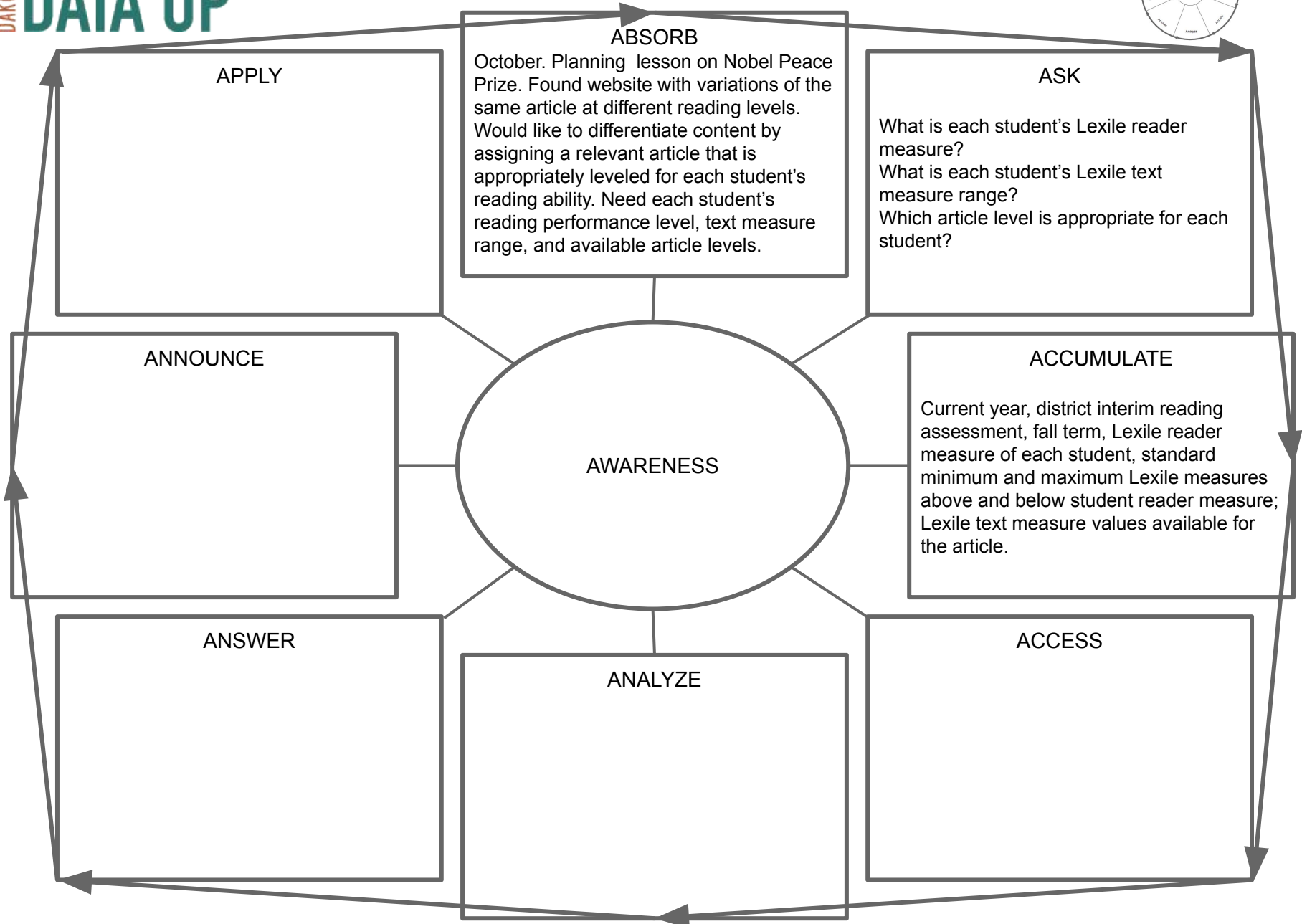| Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Reading performance level of each student	What is each student's Lexile reader measure?	Current yr district interim read asmnt, fall, individual student, Lexile measure	
Text measure range of each student	What is each student's Lexile text measure range?		
Appropriate article level for each student	Which article level is appropriate for each student?		

Tutorial

In order to answer the second question, which focuses on each student's Lexile text measure range, you also need to know the standard minimum and maximum Lexile measures above and below a given student's reader measure.

Tutorial

To answer the third question, which focuses on the appropriate article level for each student, you also need to know the standard minimum and maximum Lexile text measure values available for the article.

Nobel Peace Prize

_____

_____

_____

_____

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_____

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_____

_____

Lexile text measure

1200L

1050L

950L

670L

A+ Inquiry Framework

The Accumulate stage has been completed. You specified details of the data you need to answer the questions posed in the Ask stage.

NORTH DAKOTA DATA UP

APPLY

ABSORB
October. Planning lesson on Nobel Peace Prize. Found website with variations of the same article at different reading levels. Would like to differentiate content by assigning a relevant article that is appropriately leveled for each student's reading ability. Need each student's reading performance level, text measure range, and available article levels.

ASK

What is each student's Lexile reader measure?
What is each student's Lexile text measure range?
Which article level is appropriate for each student?

ANNOUNCE

AWARENESS

ACCUMULATE

Current year, district interim reading assessment, fall term, Lexile reader measure of each student, standard minimum and maximum Lexile measures above and below student reader measure; Lexile text measure values available for the article.
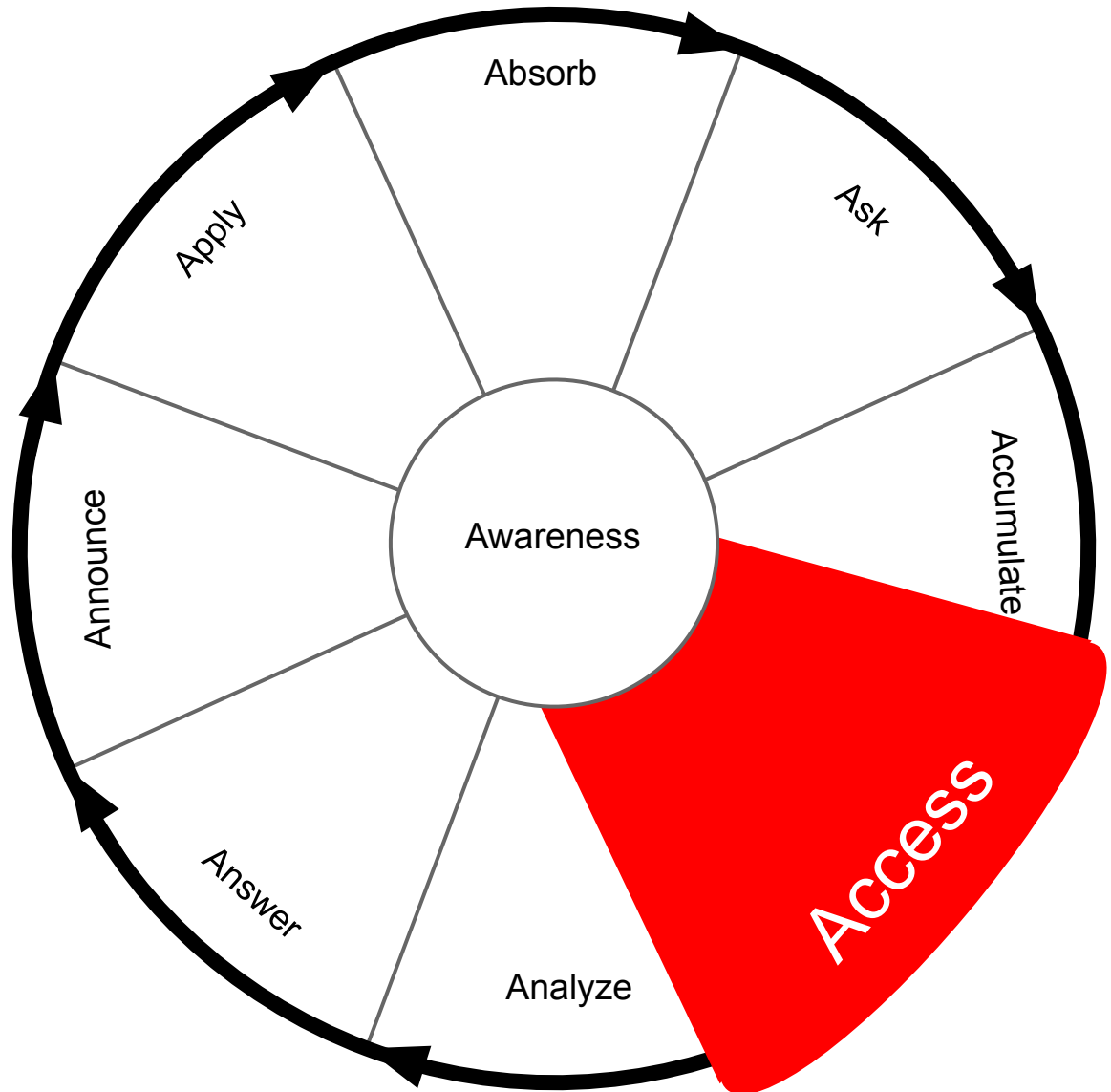
ANSWER
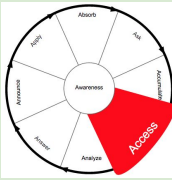
ANALYZE

ACCESS

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!
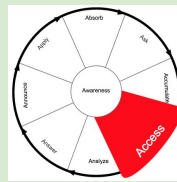
Activity - 09.02.13

Where will you be able retrieve the data relevant to each student's reading performance?
- Statewide Longitudinal Data System report
- Folder in my file cabinet with book reports
- Spreadsheet with student grades on my computer
- PowerSchool student information system

Standard: K.1.F Data Sources

Activity - 09.02.14

The _____ report includes data that will help me answer the following questions:
 "What was each of my student's Lexile reader measure on the district's most recent interim reading assessment?"
"What Lexile text measures represent the standard range of text difficulty below and above the Lexile reader measure of each student in my class on the district's most recent interim reading assessment?" and
 "Which is the highest Lexile text measure of the article that represents a value within or closest to the Lexile text measure range of each of my students based on the district's most recent interim reading assessment?"
- Group Level Multi-Term (percentage of students achieving proficiency; percentage of students by performance level; mean score and scores by percentile)
- Group Level Multi-Year (percentage of students achieving proficiency by subject and year)
- Student Level Single Term Details by Group (percentile, scale score, Lexile reader measure [when available], 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 *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?*
Reading performance level of each student	What is each student's Lexile reader measure?	Current yr district interim read asmnt, fall, individual student, Lexile measure	
Text measure range of each student	What is each student's Lexile text measure range?	Same as performance level AND standard minimum and maximum Lexile measures above and below a given student's reader measure	
Appropriate article level for each student	Which article level is appropriate for each student?	Same as performance level and range AND Lexile text measure values available for the article	

Activity - 09.02.15

The second question states, "What Lexile text measures represent the standard range of text difficulty below and above the Lexile reader measure of each student in my class on the district's most recent interim reading assessment?" Some data required to answer this question are available in an applicable SLDS report. Additional required data (i.e., standard minimum and maximum Lexile measures above and below a reader measure) may be accessed _____.

- In the school district's weekly lunch menu
- A spreadsheet with qualitative data representing student recommendations for an appropriate Lexile text measure range
- At the Lexile website in a publication explaining the appropriate text measure range for a given reader measure
- In a section of the local newspaper displaying results of recent recent athletic events

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

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?*
Reading performance level of each student	What is each student's Lexile reader measure?	Current yr district interim read asmnt, fall, individual student, Lexile measure	
Text measure range of each student	What is each student's Lexile text measure range?	Same as performance level AND standard minimum and maximum Lexile measures above and below a given student's reader measure	
Appropriate article level for each student	Which article level is appropriate for each student?	Same as performance level and range AND Lexile text measure values available for the article	

Activity - 09.02.16

The third question states, "Which is the highest Lexile text measure of the article that represents a value within or closest to the Lexile text measure range of each of my students based on the district's most recent interim reading assessment?" Some data required to answer this question are available in an applicable SLDS report with each student's Lexile reader measure and and in a Lexile publication explaining an applicable text measure range. Additional required data (i.e., Lexile text measure values available for the desired article) may be accessed _____.

- On a website (e.g., Newsela.com) that provides the desired article at different Lexile text measures
- On the front page of the local newspaper that provides only one level of text difficulty for each article
- In a Social Studies textbook that is written with the same level of text difficulty throughout all chapters
- On the "Contact Us" page of the school district's website

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

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?*
Reading performance level of each student	What is each student's Lexile reader measure?	Current yr district interim read asmnt, fall, individual student, Lexile measure	
Text measure range of each student	What is each student's Lexile text measure range?	Same as performance level AND standard minimum and maximum Lexile measures above and below a given student's reader measure	
Appropriate article level for each student	Which article level is appropriate for each student?	Same as performance level and range AND Lexile text measure values available for the article	

Tutorial

In the Access stage, you retrieve data required for analysis.
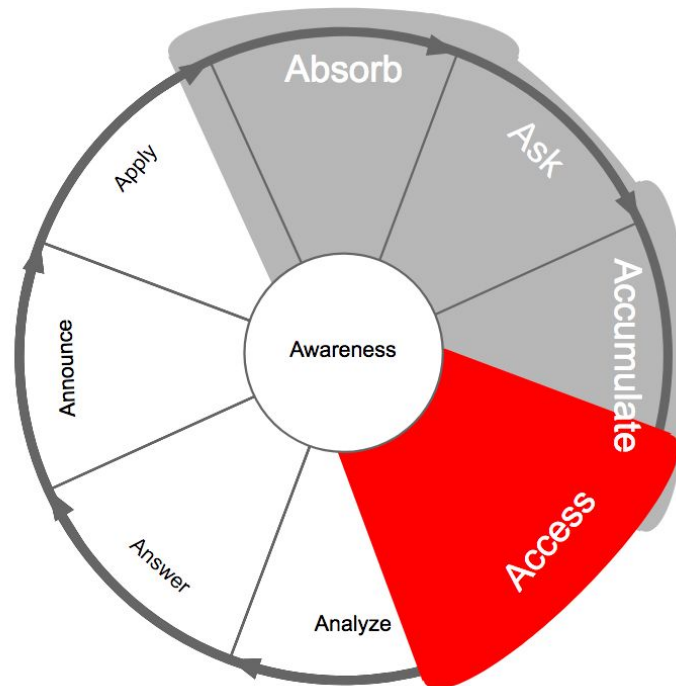
Tutorial

The student required learning data may be accessed in the Statewide Longitudinal Data System (SLDS). To find the data, go to the report titled, Student Level Single-Term Details by Group. Note that title and/or layout of the report with the data you need may change over time. Fortunately, you have already taken time and effort to specify details of the data you need; therefore, even if the report name or format changes, the appropriate data will be easier for you to find. As indicated in the Accumulate stage you need the Lexile measure of each student in your class on the district's current year interim fall reading assessment.

Link to pdf of report: https://goo.gl/ygcEfh

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?*
Reading performance level of each student	What is each student's Lexile reader measure?	Current yr district interim read asmnt, fall, individual student, Lexile measure	Student Level Single-Term Details by Group
Text measure range of each student	What is each student's Lexile text measure range?	Same as performance level AND standard minimum and maximum Lexile measures above and below a given student's reader measure	
Appropriate article level for each student	Which article level is appropriate for each student?	Same as performance level and range AND Lexile text measure values available for the article	

Tutorial

Additional data required to answer the second question may be retrieved in documentation explaining the minimum and maximum text measures below and above a student's reader measure (e.g., MetaMetrics, 2008*)

*MetaMetrics. (2008). *Lexile measures in the classroom*. Dunham, NC: Author.

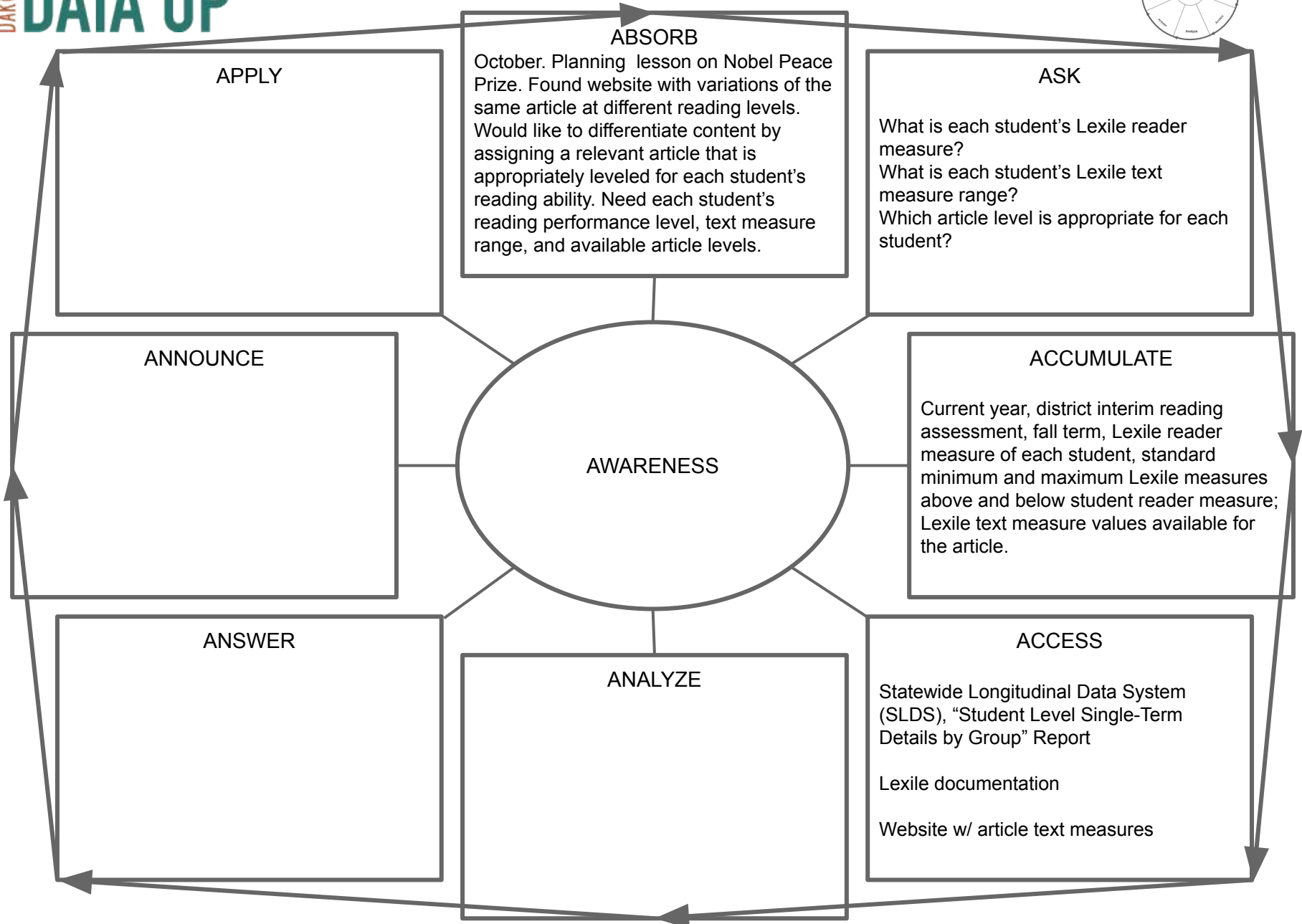| Absorb *What information needs to be known?*	Ask *What question(s) can lead to unknown information?*	Accumulate *Which data are required to answer the question(s)?*	Access *Where can required data be retrieved?*
Reading performance level of each student	What is each student's Lexile reader measure?	Current yr district interim read asmnt, fall, individual student, Lexile measure	Student Level Single-Term Details by Group
Text measure range of each student	What is each student's Lexile text measure range?	Same as performance level AND standard minimum and maximum Lexile measures above and below a given student's reader measure	Student Level Single-Term Details by Group; Lexile documentation
Appropriate article level for each student	Which article level is appropriate for each student?	Same as performance level and range AND Lexile text measure values available for the article	

Tutorial

Additional data required to answer the third question may be retrieved on the website where the article is available at different Lexile text measures.

Nobel Peace Prize

_____

_____

_____

_____

_____

_____

_____

Lexile text measure

1200L

1050L

950L

670L

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?_
Reading performance level of each student	What is each student's Lexile reader measure?	Current yr district interim read asmnt, fall, individual student, Lexile measure	Student Level Single-Term Details by Group
Text measure range of each student	What is each student's Lexile text measure range?	Same as performance level AND standard minimum and maximum Lexile measures above and below a given student's reader measure	Student Level Single-Term Details by Group; Lexile documentation
Appropriate article level for each student	Which article level is appropriate for each student?	Same as performance level and range AND Lexile text measure values available for the article	Student Level Single-Term Details by Group; Lexile documentation; website w/ article Lexile text measures

A+ Inquiry Framework

The Access stage has been completed. You accessed the data you need for analysis.

NORTH DAKOTA DATA UP

APPLY

ABSORB
October. Planning lesson on Nobel Peace Prize. Found website with variations of the same article at different reading levels. Would like to differentiate content by assigning a relevant article that is appropriately leveled for each student's reading ability. Need each student's reading performance level, text measure range, and available article levels.

ASK

What is each student's Lexile reader measure?
What is each student's Lexile text measure range?
Which article level is appropriate for each student?

ANNOUNCE

AWARENESS

ACCUMULATE

Current year, district interim reading assessment, fall term, Lexile reader measure of each student, standard minimum and maximum Lexile measures above and below student reader measure; Lexile text measure values available for the article.

ANSWER

ANALYZE

ACCESS

Statewide Longitudinal Data System (SLDS), "Student Level Single-Term Details by Group" Report

Lexile documentation

Website w/ article text measures

Activity Answers

09.02.01	content
09.02.02	670L
09.02.03	1050L
09.02.04	reading performance level (i.e., reader measure) and text measure range
09.02.05	Formulate questions that can be answered through analysis of data
09.02.06	What was each of my student's Lexile reader measure on the district's most recent interim reading assessment?
09.02.07	What Lexile text measures represent the standard range of text difficulty below and above the Lexile reader measure of each student in my class on the district's most recent interim reading assessment?
09.02.08	Which is the highest Lexile text measure of the article that represents a value within or closest to the Lexile text measure range of each of my students based on the district's most recent interim reading assessment?
09.02.09	Students in my class
09.02.10	Current year students, current year district interim reading assessment, fall term, individual Lexile reader measure
09.02.11	Standard minimum and maximum Lexile measures above and below a given student's reader measure
09.02.12	Lexile text measure values available for the article
09.02.13	Statewide Longitudinal Data System report
09.02.14	Student Level Single Term Details by Group (percentile, scale score, Lexile reader measure [when available], and other details by subject and subcategories for multiple students during one test term)
09.02.15	At the Lexile website in a publication explaining the appropriate text measure range for a given reader measure
09.02.16	On a website (e.g., Newsela.com) that provides the desired article at different Lexile text measures

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 identifying the appropriate text measure of an article for each student				
This module part increased my knowledge of data that may be useful for identifying the appropriate text measure of an article for each student				
This module part increased my knowledge of locations where data utilized for identifying the appropriate text measure of an article for each student may be retrieved				

Well Done

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