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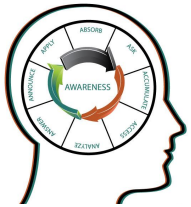

Develop Your Data Mindset

Module 9 - Periodic Assessment for Differentiating Instruction
Part 4 - Announce and Apply

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

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Learning Goals

- Communicate the appropriate text measure of an article to each student
- Take action based on the identified text measure of an article appropriate for each student

SLDS Data Use Standards

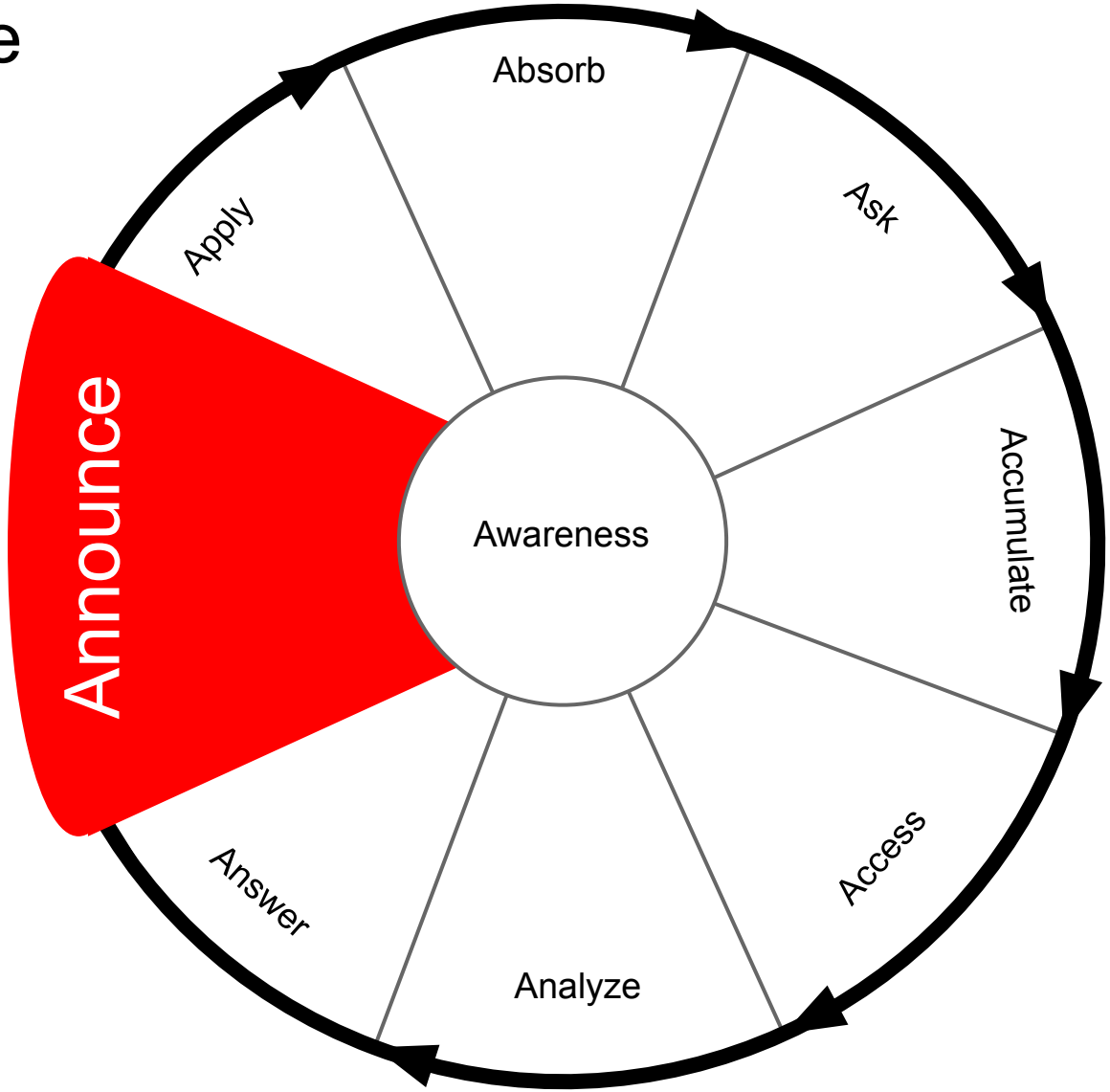
- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)

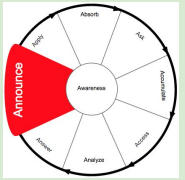
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Announce Stage

Ryan:

Now it's time to enter the Announce stage where you communicate the answers to applicable stakeholders. Did you remember to get your flyer out of your Data Binder and also your completed differentiating instruction by content table?



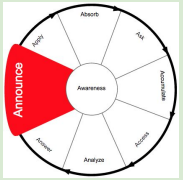


Activity - 09.04.01

What would be an appropriate method for communicating data analysis results, such as the appropriate article level for each student?

- Discreetly handing out a printed version of an appropriately leveled Nobel Peace Prize article to each student
- Posting each student's name and corresponding Lexile reader measure at the front of the classroom for all students to see
- Announcing each student's Lexile reader measure to the entire class before delivering the Nobel Peace Prize lesson
- Distributing a printout of the complete data analysis table with student names and results to everyone in the classroom

Standard: S.6.C Multiple Audiences

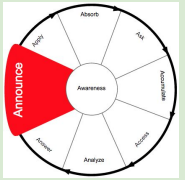


Activity - 09.04.02

What would be a WRONG method for communicating data analysis results, such as the appropriate article level for each student?

- Discreetly handing out a printed version of an appropriately leveled Nobel Peace Prize article to each student
- Explaining each student's reading level to his or her parents at parent/teacher conferences
- Publishing each student's reading performance next to his or her name in the school newspaper
- Discussing each student's reading level with the district's instructional literacy coach

Standard: S.6.C Multiple Audiences

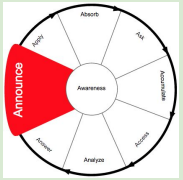


Activity - 09.04.03

Although communicating data analysis results to stakeholders other than students is not necessary for the immediate purpose of differentiating instruction by content, it would make sense to eventually share each student's Lexile range with _____?

- the student's parents/guardians so they could help their children select appropriately leveled reading material
- peers in other classes so they would know who is capable of comprehending text at a higher or lower levels of difficulty
- the teacher's family members
- all individuals who are friends or followers of the students on social media so they can ensure their online posts are appropriately leveled for each student

Standard: S.6.C Multiple Audiences



Activity - 09.04.04

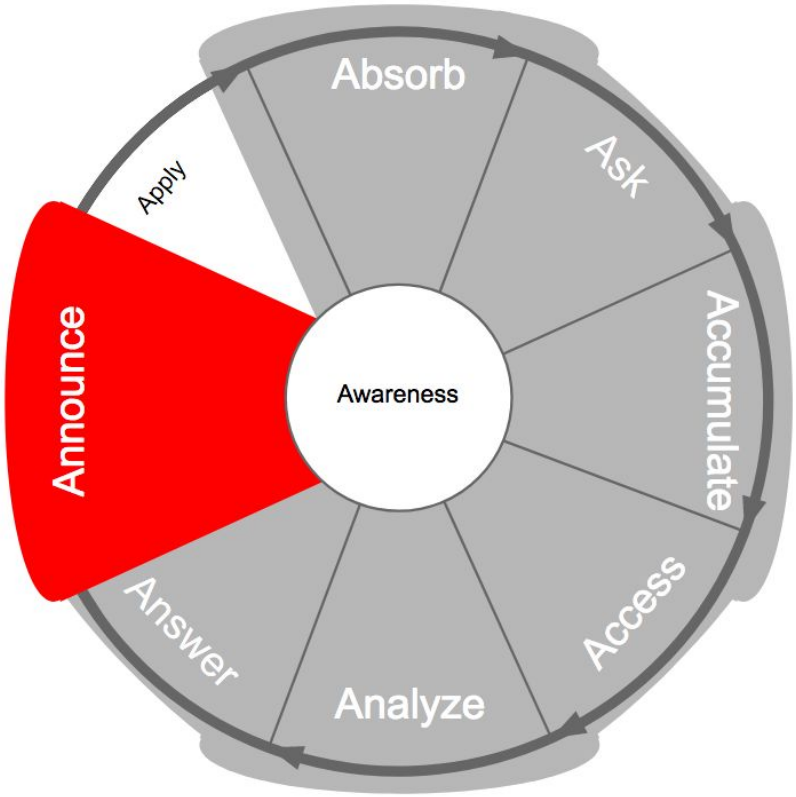
If you ended up sharing a student's reading performance level with the student, the student's parents, the student's peers, and the district's instructional literacy coach, who should NOT have been made aware of the student's performance level?

- the student
- the student's peers
- the student's parents
- the district's instructional coach

Standard: S.6.C Multiple Audiences

Tutorial

Now that you have the answers to your questions, it’s time to announce them to the appropriate audiences.



Tutorial

In this case, communication is brief and discrete. In one sense, you communicate the answers to yourself through a quick process of reflecting on the findings. In another sense, you announce each student's article level to him or her by discreetly handing out a printed version of the appropriately leveled Nobel Peace Prize article to each student.

Tutorial

Although communicating data analysis results to other stakeholders beyond students is not necessary for the immediate purpose of differentiating instruction by content, it would make sense to eventually share each student's Lexile range with the district's instructional literacy coach and with the student's parents/guardians so they could help their children select appropriately leveled reading material.

Keep in mind that an individual student's reading performance should NOT be shared with everyone. For example, it would be inappropriate publish individual student reading performance levels next to their names in the school newspaper. It would also be inappropriate to share an individual student's performance level with his or her peers.

A+ Inquiry Framework

The Announce stage has been completed.

NORTH DAKOTA DATA UP

A+ INQUIRY
GRAPHIC ORGANIZER - Periodic Assessment for Differentiating Instruction

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.

APPLY

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
Discreetly share article level by handing out appropriately leveled printed article to each student.

May also communicate findings to parents/guardians so they may help their children select appropriately leveled reading materials.

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
Lexile reader measure and Lexile text measure range for each student; Lexile text measure of article appropriate for each student; Limitations: validity may be weak because results are based on only one data point; validity may be weak due to disability, test anxiety, poor effort, or illness; Implications: assign articles to students and facilitate discussions.

ANALYZE
Identify reader measure of each student in SLDS report; calculate text measure range based on range spanning 100L below to 50L above student's reader measure; identify highest text measure of article within or closest to student's range.

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

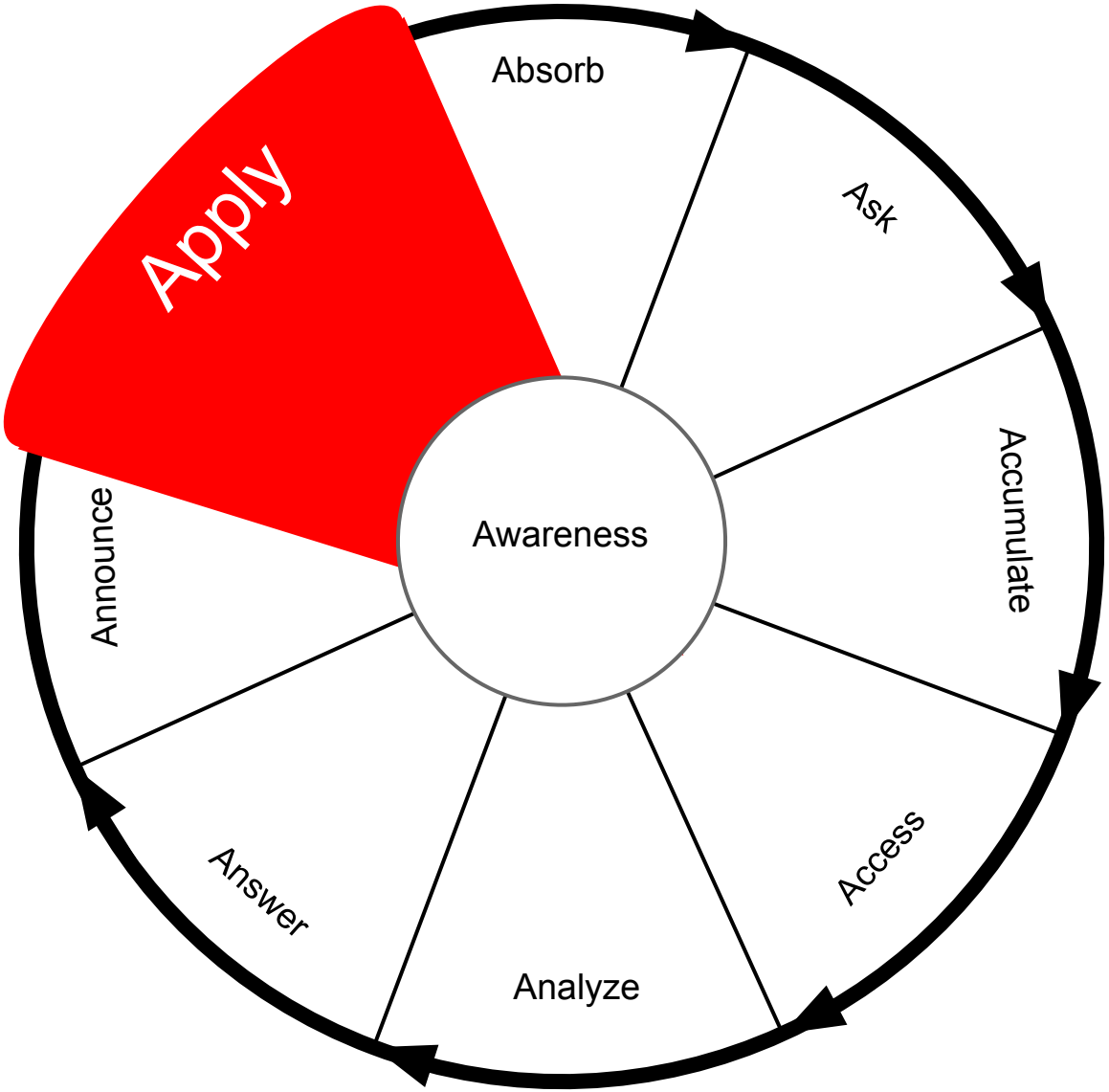
Lexile documentation

Website w/ article text measures

Apply Stage

Ryan:

Now it's time to enter the Apply stage where you make decisions and take action based on answers to the questions you posed in the Ask stage.



Activity - 09.04.05

What action would make sense for students in your class to take based on data analysis results?

- Each student reads the appropriately leveled Nobel Peace Prize article distributed to him or her by the teacher
- Each student writes a list of what they like most and least about the structure of a normal school day
- All students engage in a discussion to brainstorm plans for summer vacation
- All students skip reading their articles and put them in the recycle bin

Standard: S.7.A Strategies

Activity - 09.04.06

What action would NOT make sense for students in your class to take based on data analysis results?

- Each student reads the appropriately leveled Nobel Peace Prize article distributed to him or her by the teacher
- Each student checks out a book from the library that is within his or her text measure range
- Each student goes to a website with leveled articles and identifies an interesting article within his or her text measure range
- Each student completes the same math worksheet that includes a story problem focused on the number of books a student read

Standard: S.7.A Strategies

Activity - 09.04.07

What actions will you take based on the findings of your analysis and the distribution of an appropriately leveled article to each student?

- Teach the Nobel Peace Prize lesson I planned and facilitate discussion based the distributed article
- There are no further actions that would make sense for me to take
- Begin a strategic intervention with all students who were given a version of the article with a 950L text measure
- Begin progress monitoring on all students who were given a version of the article with a 670L text measure.

Standard: S.7.A Strategies

Activity - 09.04.08

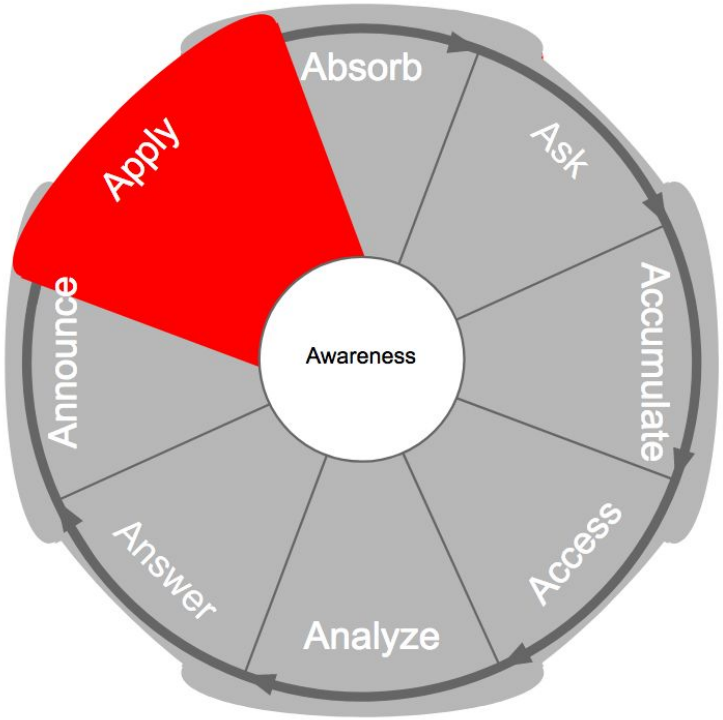
What action would NOT make sense you take based on the findings of your analysis and the distribution of an appropriately leveled article to each student?

- Teach the Nobel Peace Prize lesson I planned
- Facilitate a Nobel Peace Prize discussion after students read appropriately leveled articles
- Begin progress monitoring on each student
- Give your students links to websites where they could locate other Nobel Peace Prize articles that are available at different reading levels

Standard: S.7.A Strategies

Tutorial

Now that you've reflected on the findings and shared the appropriately leveled article with each student, it's time to take action in the Apply stage.



Tutorial

In this case, each student reads the appropriately leveled Nobel Peace Prize article that you distributed. After the students read the article, you teach the Nobel Peace Prize lesson you planned and facilitate discussion based on the article.

Based on the data analysis results, it may also be appropriate for you to provide your students with links to websites that have other Nobel Peace Prize articles at various levels. Your students could also take additional actions based on the results, such as

- checking out a book from the library that is within his or her text measure range and/or
- going to a website with leveled articles to identify and read interesting articles within their text measure ranges.

A+ Inquiry Framework

The Apply stage has been completed.

NORTH DAKOTA DATA UP

A+ INQUIRY
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ANNOUNCE
Discreetly share article level by handing out appropriately leveled printed article to each student.

May also communicate findings to parents/guardians so they may help their children select appropriately leveled reading materials.

APPLY
Each student reads appropriately leveled article. Teacher teaches planned Nobel Peace Prize lesson and facilitates discussions based on the article.

AWARENESS

Conclusion

You used periodic assessment data to differentiate instruction by content. You addressed each stage of the A+ Inquiry framework, demonstrating awareness throughout the entire inquiry cycle to ensure the right context was absorbed, the right questions were asked, the right data were accumulated, accessed, and analyzed, the right answers were derived, the right announcements were communicated, and the right applications were made. Please keep all of this information because the universal screening findings will be revisited as the meetings in PLC Teams and Data Teams continue.

Flyer: https://goo.gl/FmfNDJ
Blank Data Planner - Periodic Assessment for Differentiating Instruction: https://goo.gl/LCprPi
Complete Data Planner - Periodic Assessment for Differentiating Instruction: https://goo.gl/XiPf4y
Blank Differentiating Instruction by Content Table: https://goo.gl/oq41rZ
Completed Differentiating Instruction by Content Table: https://goo.gl/hptPLC
Completed A+ Inquiry Organizer: https://goo.gl/3y44Yf

Activity Answers

09.04.01	Discreetly handing out a printed version of an appropriately leveled Nobel Peace Prize article to each student
09.04.02	Publishing each student's reading performance next to his or her name in the school newspaper
09.04.03	the student's parents/guardians so they could help their children select appropriately leveled reading material
09.04.04	the student's peers
09.04.05	Each student reads the appropriately leveled Nobel Peace Prize article distributed to him or her by the teacher
09.04.06	Each student completes the same math worksheet that includes a story problem focused on the number of books a student read
09.04.07	Teach the Nobel Peace Prize lesson I planned and facilitate discussion based the distributed article
09.04.08	Begin progress monitoring on each student

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how the appropriate text measure of an article for each student may be communicated to appropriate stakeholders				
This module part increased my knowledge of actions that may be taken based on the appropriate text measure for each student				

Well Done

You have completed this module part and it concludes this module. You can begin the next module when you are ready.