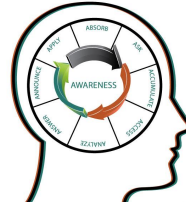




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Develop Your Data Mindset

Module 11 - Student Level Goal Monitoring Part 1 - Background Knowledge, Absorb & Ask

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Learning Goals

- Increase knowledge of student-level goal monitoring
- Formulate questions to guide the inquiry cycle for monitoring a student-level goal

SLDS Data Use Standards

- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- 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
- S.1A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data

Teacher Thought

If I monitor an individual goal for a student in my class by comparing middle-of-year performance with expected values and goal values, as well as identify content area needs, the student and I can maintain or adjust the individual goal and update the action plan with strategies to meet the goal.

Introduction

Teacher 1:

Are you sponsoring the carnation sale again this year?

Teacher 2:

Yes! I hope we do well with it. Each student has an individual goal for sales.

Teacher 3:

Speaking of individual goals, are we supposed to have prepared or done something for this meeting?

Teacher 4:

Hmmm...I think just to have reviewed what we covered for goal setting last fall.

Teacher 5:

It is all on our flyers in our data binders. Remember? Or are you too busy eating candy hearts?

Introduction

Ryan:

As you begin thinking about your sweetheart this year, keep in mind that we aren't just monitoring heartbeats! We are also monitoring student-level goal setting. We just reviewed classroom-level goal setting and monitoring. Now, let's look at those goals you set with individual students before "love was in the air."

In case you are having trouble focusing because of all the pheromones going around in the school building, here is the link to your Goal Setting flyer from the September PLC meeting to review before we start monitoring.

Goal Setting flyer: <https://goo.gl/QsEYAr>

Introduction

Ryan:

Did I hear data binder? That is like a blushing bride to my ears. Speaking of blushing brides, my individual goal is to remember to send my wife flowers this year. I forget every year! I'm not in the above average tier for that!

Do you think you can help me remember to do that? Even if I put a reminder in my calendar, I tend to get distracted. I will be especially forgetful when we begin working on fun stuff like monitoring student-level goals!

Speaking of calendars...

Introduction

Ryan:

Remember this image of your Assessment Calendar? The portion we are covering in this module is in color above. In this meeting, we are focusing on monitoring a student-level reading goal you set at the beginning of the year with one of your students. Based on the findings of your analysis in this module, it may be appropriate to make modifications to the student's end-of-year goal and/or the action plan intended to facilitate achievement of the goal.

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)	<p>How do teachers use the data?</p> <p>Fall data</p> <ul style="list-style-type: none"> • 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) <p>Winter data</p> <ul style="list-style-type: none"> • Universal screening (F) • Monitor progress toward each student's end of year goal (F) • Monitor progress toward classroom end of year goal (F) <p>Spring data</p> <ul style="list-style-type: none"> • Evaluate extent to which each student's end of year goal was met (S) • Evaluate extent to which classroom level goal was met (S) <p>Most recent data throughout the year</p> <ul style="list-style-type: none"> • 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) <p>How does the district use the data?</p> <ul style="list-style-type: none"> • 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)	<p>How does the district use the data?</p> <ul style="list-style-type: none"> • 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	<p>How does the district use the data?</p> <ul style="list-style-type: none"> • 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	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • 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	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • 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	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • 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	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Assign and report grades

Introduction

Ryan:

Goal monitoring data fits into the scope of study framework as 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. The data represent a type of student learning data that is collected periodically. Individual level analysis is conducted. The questions generally focus on highest and lowest levels of performance, as well as expected levels of performance.

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

Context: Teacher monitoring progress toward each student's end of year goal after a mid-year benchmark assessment

Assessment name: District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)

Question(s): Is a student's mid-year performance level at, above, or below the projected mid-year level? Which areas represent the student's highest / lowest levels of performance?

Type(s) of disciplined inquiry

Assessment

Evaluation

Research

Purpose(s) of required data

Formative

Summative

Other

Participants in the study

Students

Parents

Staff

Other

Type(s) of required data

Student learning

Demographic

Perception

School process

Behavior

Other

Decision maker of data collection methods

Teacher

School/District

State

Other

Frequency of collection

Ongoing

Periodic

One-time

Other

Unit level of analysis

Individual

Group

Focus of the question(s)

Performance

Highest / lowest

At / above / below expected

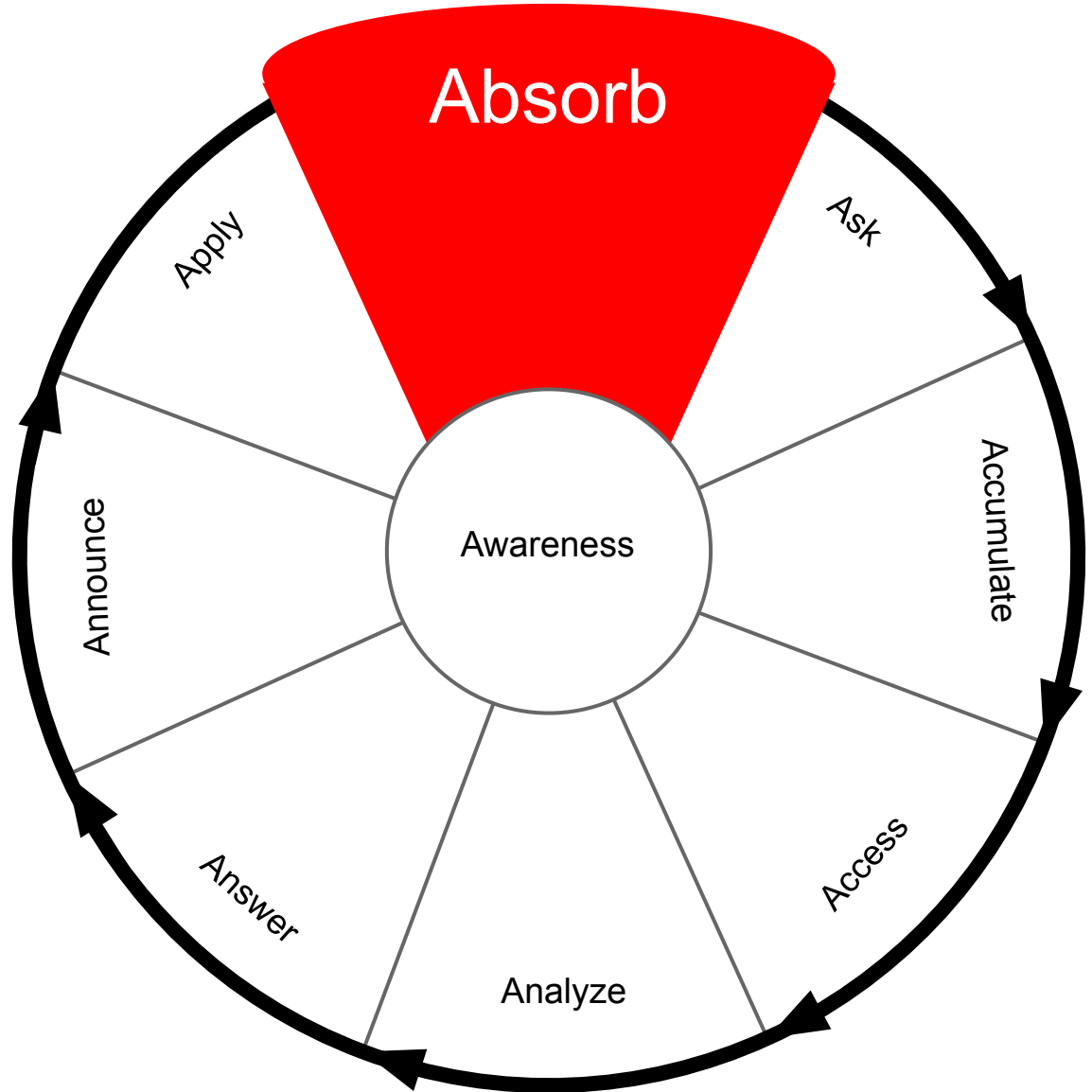
Positive / negative trend

Other

Absorb Stage

Ryan:

In which stage should you begin?

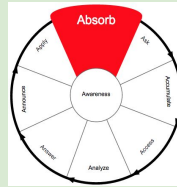


Absorb Stage

Ryan:

That's right. The Absorb stage is the right place to start. Now you get to look at your *individual student* Goal Setting, Monitoring, and Evaluating Organizer from September and the Goal Monitoring flyer you completed at our last meeting from your data binder! You heard me correctly, you don't have to work on a new flyer for monitoring student level goals. However, we do need to review a little bit before we jump in.

Please use your Goal Setting, Monitoring, and Evaluating Organizer (<https://goo.gl/5mPaeC>) and your Goal Monitoring flyer (<https://goo.gl/MUSN5x>) for reference.

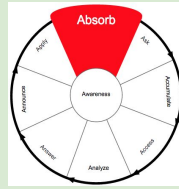


Activity - 011.01.01

When would it be appropriate for you to monitor the end-of-year goal that was set for your student, Stephanie toward the beginning of the year?

- At the beginning of an instructional period (e.g., beginning of the year)
- Toward the middle of an instructional period (e.g., middle of the year)
- At the end of an instructional period (e.g., end of the year)
- After an instructional period has been completed (e.g., after the year is over)

Standard: K.2.D Data Context

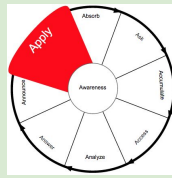


Activity - 011.01.02

At the beginning of the year, you added one individual level goal to your Goal Setting, Monitoring, and Evaluating Organizer for your student, Stephanie Sanders. Based on Stephanie's goal set at the beginning of the year, the goal you need to monitor focuses on

- Maintaining the average scale score of Stephanie's class on the district's interim assessment
- Increasing the percentage of students in Stephanie's class who met or exceeded their respective baseline percentiles
- The percentage of students in Stephanie's class perceiving improvements in achievement on the district's interim reading assessment
- An increase in Stephanie's scale score from the beginning of the year to the end of the year on the district's interim reading assessment

Standard: K.1.E Data Metric

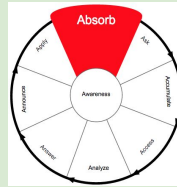


Activity - 011.01.03

The goal you set with Stephanie at the beginning of the year was Specific, Measurable, Appropriate, Realistic, and Time-bound. The SMART you set with Stephanie was

- The reading performance of Stephanie Sanders will increase by a reasonable amount from the beginning of the year to the end of the year
- The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment
- Stephanie Sanders will improve her achievement on a reading assessment in the spring
- I will help Stephanie Sanders increase her reading performance level between now and the end of the year

Standard: S.1.A Goals and Questions

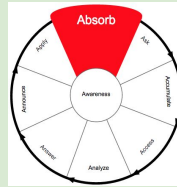


Activity - 011.01.04

When you are in the process of monitoring Stephanie's achievement goal in the area of reading, you need to know her

- Actual and expected levels of reading performance at the middle of the year, end of year goal level, performance levels in reading subcategories, beginning and middle of year performance in the focus area of her action plan
- Next reading lesson you will teach Stephanie relevant to current events so you will be able to measure her performance after the lesson
- Actual and expected perceptions of Stephanie's parents relevant to the effectiveness of instructional strategies thus far
- Actual and expected levels of Stephanie's performance on the most recent unit exam in the area of math

Standard: K.1.E Data Metric

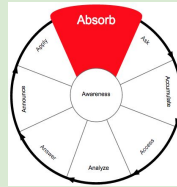


Activity - 011.01.05

When monitoring Stephanie's goal, why is it important for you to know her actual middle-of-year performance, expected middle-of-year performance, and end-of-year goal value?

- It's always a good idea to collect data on Stephanie, even if I'm not sure why or how the data could be utilized
- Stephanie's actual and expected levels of performance will provide me with knowledge of her specific strengths and skill deficits relevant to her end-of-year goal
- The extent to which Stephanie's actual value is above or below the expected value and goal value will be an indicator of whether sufficient progress is being made toward her end of year goal
- Stephanie's actual and expected performance levels will give me a better understanding of the efforts she is putting toward achieving her end-of-year goal when she's not in school

Standard: K.1.E Data Metric

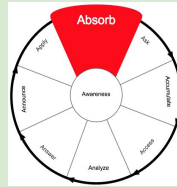


Activity - 011.01.06

Why is it important for you to know Stephanie's highest and lowest levels of performance in the content area of her goal?

- Extra information is always because to collect
- The information will be used as evidence to inform the strategies that may be implemented in support of her goal
- The information will provide me with a better understanding of how much Stephanie's work ethic has improved since the beginning of the year
- The information will give me a better understanding of the extent to which Stephanie and I have been implementing action plan strategies with fidelity

Standard: K.1.E Data Metric



Activity - 011.01.07

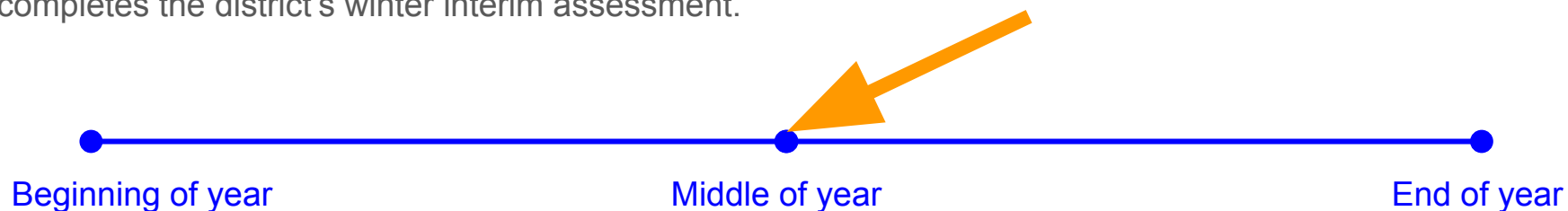
Why is it important for you to know Stephanie's beginning-of-year value and the middle-of-year value of the focus area identified in her beginning-of-year action plan?

- Having as much information about Stephanie as possible is guaranteed to improve my understanding of Stephanie's preferred learning style
- If there is a large enough difference in the values, Stephanie and I will be able to discontinue her end of year goal
- The values will give me a better understanding of the extent to which Stephanie and I have been implementing the action plan strategies with fidelity
- The extent to which Stephanie's winter value is above or below her fall value will provide me with a better understanding of whether the action plan strategies may have had an impact on the focus area

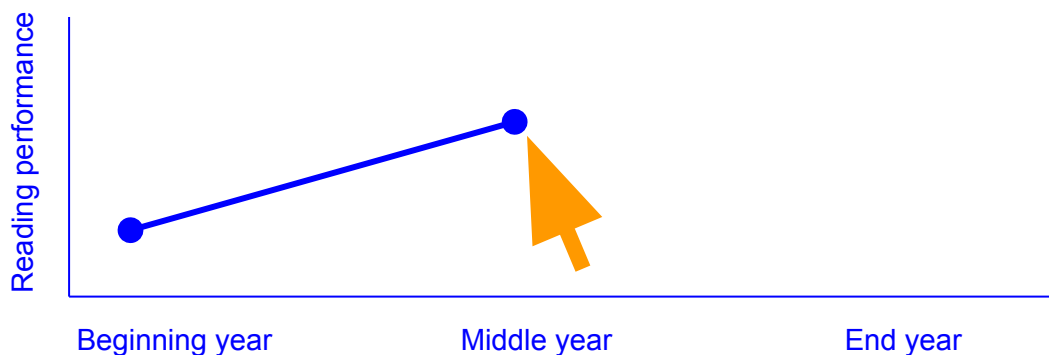
Standard: K.1.E Data Metric

Tutorial

Student level goal monitoring occurs toward the middle of an instructional period. For example, when monitoring an individual student's end-of-year goal that was set based on the student's beginning-of-year interim assessment performance, the process takes place toward the middle of the year after the student completes the district's winter interim assessment.



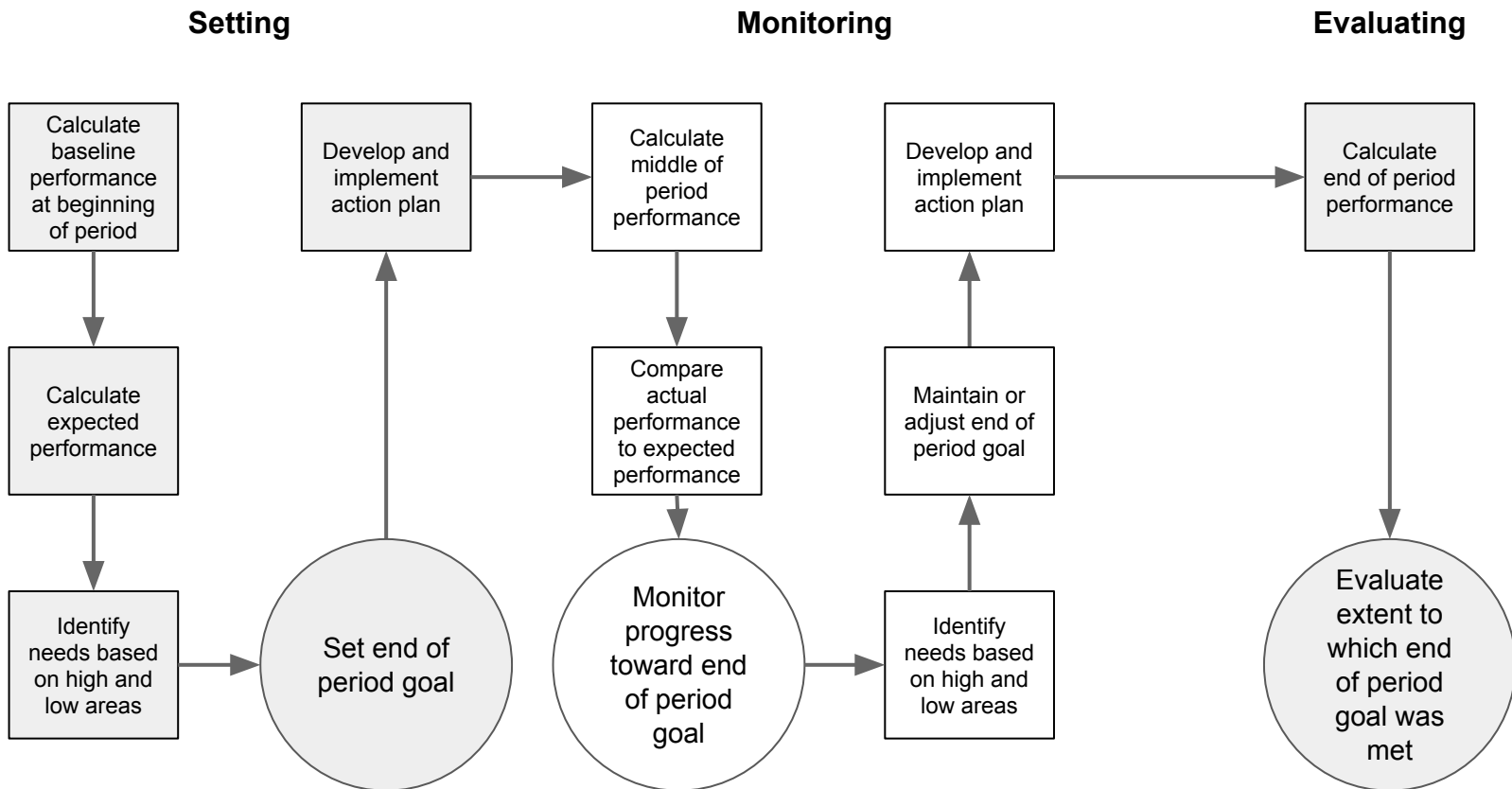
In this case, you are monitoring Stephanie Sanders' goal, which focuses on an increase in her scale score from the beginning of the year to the end of the year on the district's interim reading assessment.



Stephanie's goal states, "The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment." You added the goal to Stephanie's Goal Setting, Monitoring, and Evaluating Organizer (<https://goo.gl/5mPaeC>)

Tutorial

This diagram highlights key steps relevant to setting, monitoring, and evaluating goals. The goal monitoring phase emphasizes calculating middle-of-period performance, comparing actual performance to expected performance, monitoring progress toward the end of period goal, identifying needs based on high and low areas, maintaining or adjusting the end of period goal, and developing and implementing an action plan.

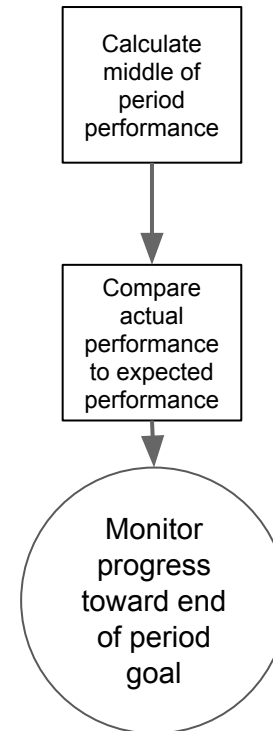


Tutorial

When monitoring an individual student-level goal, such as Stephanie's goal, there are a few key processes requiring data utilization.

1. Calculate or identify Stephanie's middle of year performance.
2. Compare Stephanie's actual middle-of-year performance level with her expected middle-of-year performance level to gain a better understanding of the extent to which her achievement is above or below the level representing average growth of students with her same fall score
3. Compare Stephanie's actual middle-of-year performance level with her end-of-year goal level to monitor the extent to which she is making progress toward her end-of-year goal.

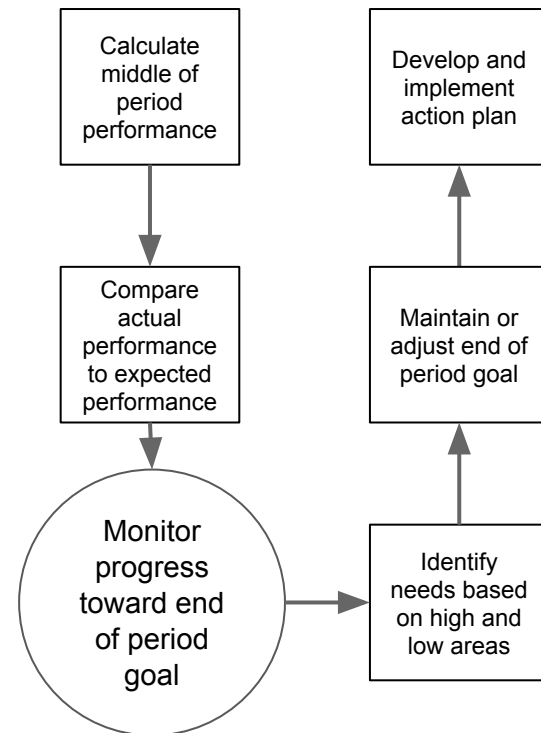
Monitoring



Tutorial

4. Identify content area needs based on Stephanie's high and low levels of performance, which serve as evidence to inform strategies that will be implemented in support of her goal. Here, you'll also compare Stephanie's middle-of-year performance level with her beginning-of-year performance level in the focus area identified in her beginning-of-year action plan to gain a better understanding of the impact the action plan strategies may have had on her performance in the focus area
5. Maintain or adjust Stephanie's end-of-year goal based on the extent to which her achievement thus far is meeting expectations and on track to meet her end-of-year goal
6. Identify and implement strategies based on Stephanie's content area needs to facilitate progress toward achievement of her goal.

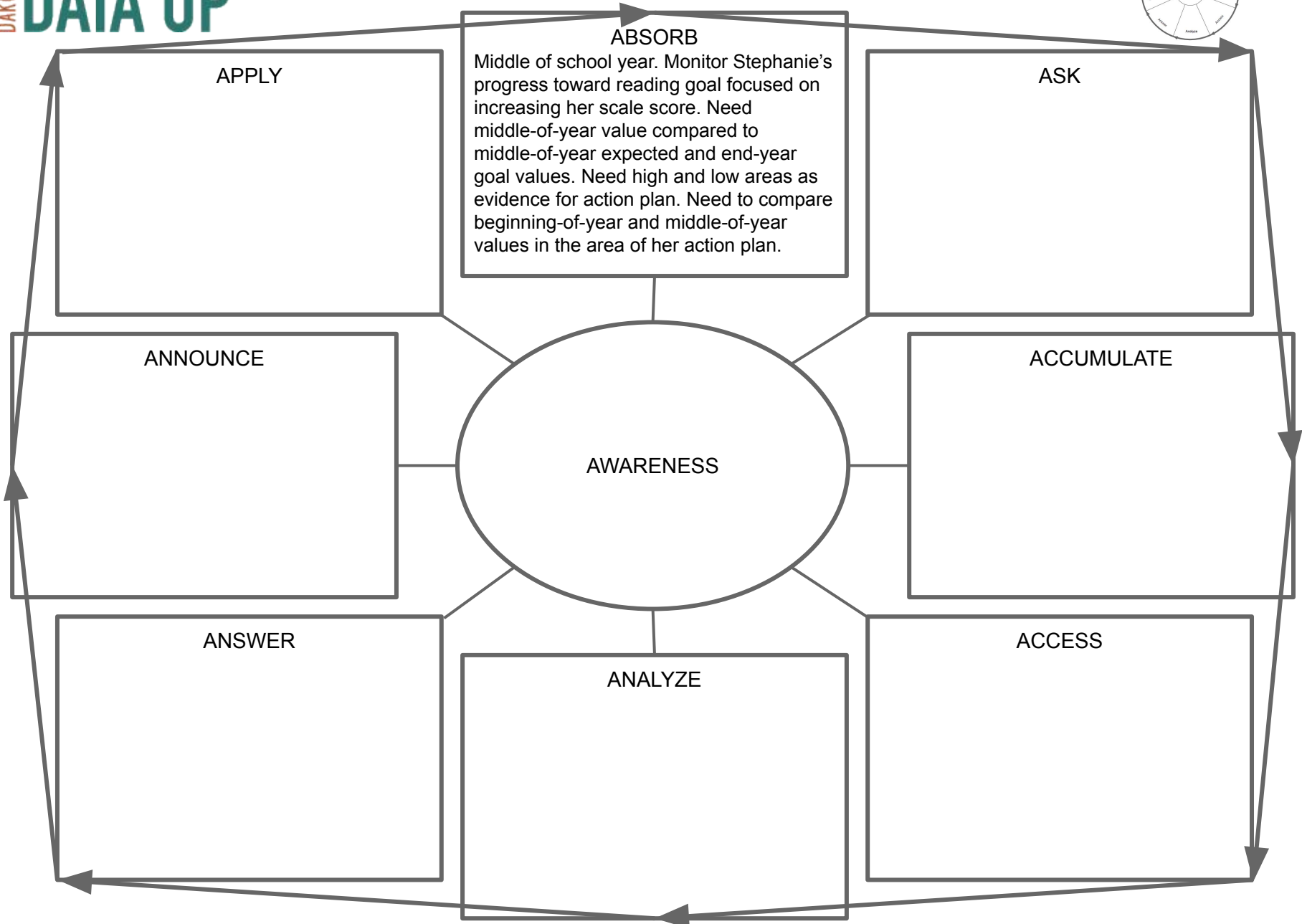
Monitoring



A+ Inquiry Framework

The Absorb stage has been completed. Awesome work on reviewing the information from your *individual student* Goal Setting, Monitoring, and Evaluating Organizer from September and the Goal Monitoring flyer from the last meeting. Please make sure you keep both of those documents in your Data Binder to use as we continue.

A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Monitoring

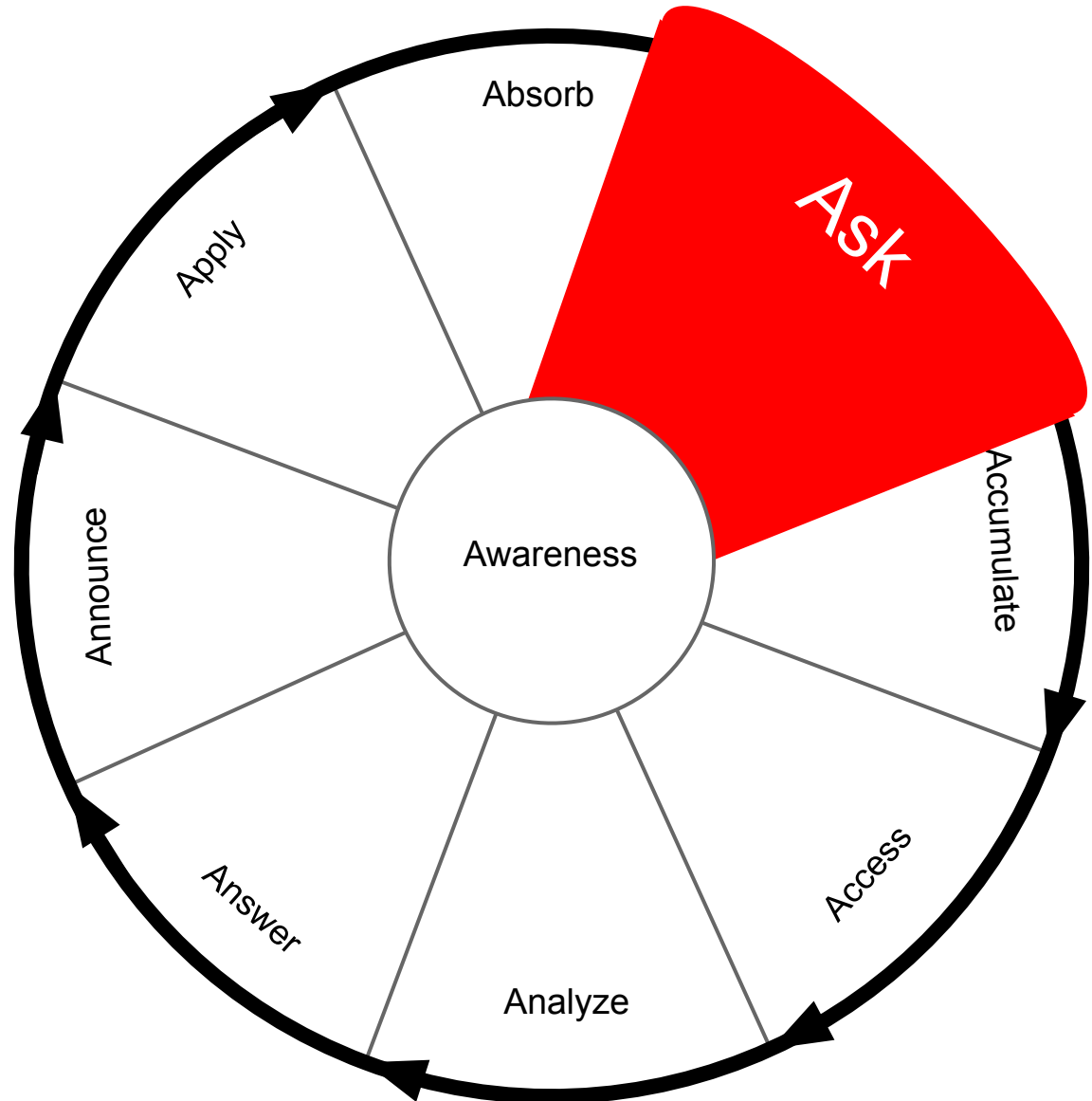


Ask Stage

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.



Ask Stage

Use this Goal Monitoring Data Planner to stay organized during the Ask, Accumulate, and Access stages. As you can see, we will begin by posing questions that will lead us to the missing information you identified in the Absorb stage. The information you identified as missing in the Absorb stage includes the middle-of-period actual value, the middle-of-period actual value compared to the middle-of-period expected value, and the middle-of-period actual value compared to the end-of-year goal value as well as the highest and lowest levels of performance relevant to the focus of supporting evidence. You'll write three questions for the focus of the goal, as well as three questions that will lead to supporting evidence for an action plan. There will be 6 total questions. Please print this planner and place it in your data binder to use as we work through the Ask, Accumulate, and Access stages.

Link to Goal Monitoring Data Planner (complete through Absorb):

<https://goo.gl/cUiwEs>

Goal Monitoring 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			
Middle of period actual value (scale score and percentile)			
Middle of period actual value compared to expected value (scale score and percentile)			
Middle of period actual value compared to end of year goal value (scale score and percentile)			
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance			
Lowest level of performance			
Beginning year value compared to middle year value of focus area in beginning of year action plan			



Activity - 011.01.08

In order to monitor Stephanie’s goal that focuses on an increase in her scale score, you need to know her actual performance level at the middle of the instructional period. Which of the following questions could lead you to her actual middle-of-period scale score and percentile that will be helpful to know when monitoring her goal?

- What was the percentile of each of Stephanie’s peers on the fall reading assessment?
- What is Stephanie’s scale score and corresponding percentile on the current year’s winter interim reading assessment?
- What was the highest letter grade on the chapter reading test in Stephanie’s class?
- What is the average scale score of of the student’s in Stephanie’s class on the current year’s winter interim reading assessment?

Standard: K.1.A Question Formation

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 actual value (scale score and percentile)			



Activity - 011.01.09

Which of the following questions could lead you to a better understanding of how Stephanie's actual middle-of-year scale score compares to her expected middle-of-year scale score?

- To what extent is the average scale score of Stephanie's class on the current year's winter interim reading assessment above or below the scale score her class was expected to achieve?
- To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values she was expected to achieve on the assessment?
- What percentage of students in Stephanie's class should be proficient in reading on the winter interim assessment?
- Why was Stephanie's performance on the winter reading assessment different than her performance on the fall assessment?

Standard: K.1.A Question Formation

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 actual value compared to expected value (scale score and percentile)			



Activity - 011.01.10

Which of the following questions could lead you to a better understanding of how the actual middle-of-year scale score of Stephanie compares to her end-of-year goal score?

- To what extent is the average scale score of Stephanie’s class on the current year’s winter interim reading assessment above or below the average scale score set as the goal for her classroom?
- Why was Stephanie’s performance on the winter reading assessment different than her performance on the fall assessment?
- To what extent are Stephanie’s actual scale score and percentile on the current year’s winter interim assessment above or below the values set as her end-of-year goal?
- What percentage of students in Stephanie’s class should be proficient in reading on the winter interim assessment and on the spring assessment?

Standard: K.1.A Question Formation

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 actual value compared to end of year goal value (scale score and percentile)			



Activity - 011.01.11 through 13 (Explanation)

Now it's time to formulate questions that focus on generating supporting evidence that will inform the continuation of, or revisions to, the action plan you and Stephanie composed at the beginning of the year. You formulate three questions to identify Stephanie's greatest need in the area of reading and measure the extent to which her performance changed in the area identified in her action plan.

Standard: K.1.A Question Formation



Activity - 011.01.11

Your first question focuses on her highest levels of performance. Which of the following questions could lead you to supporting evidence representing Stephanie’s highest level of achievement in the area of reading?

- Which subcategories represent the highest percentage of Stephanie’s peers achieving proficiency on the interim reading assessment?
- Which subcategory represents Stephanie’s highest scale score on the current year’s winter interim reading assessment?
- Why did Stephanie perform better than some of her peers in certain subcategories on the current year’s winter interim reading assessment?
- What was Stephanie’s highest grade on the unit reading tests she completed in the fall?

Standard: K.1.A Question Formation

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			



Activity - 011.01.12

Your second question regarding Stephanie’s greatest need in the area of reading focuses on her lowest level of performance. Which of the following questions could lead you to supporting evidence representing Stephanie’s lowest level of achievement in the area of reading?

- Why did Stephanie perform worse than some of her peers in certain subcategories on the current year’s winter interim reading assessment?
- What was Stephanie’s lowest grade on the unit reading tests she completed in the fall?
- Which subcategories represent the lowest percentage of Stephanie’s peers achieving proficiency on the interim reading assessment?
- Which subcategory represents Stephanie’s lowest scale score on the current year’s winter interim reading assessment?

Standard: K.1.A Question Formation

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			
Lowest level of performance			



Activity - 011.01.13

Which of the following questions could lead you to a better understanding of the fall to winter change that may have occurred in the focus area of your beginning-of-year action plan?

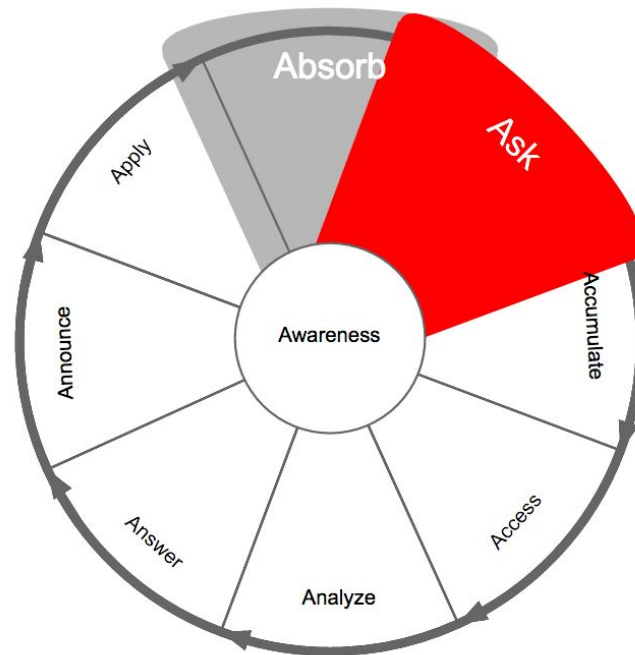
- Which subcategories are Stephanie’s lowest performing areas on the interim reading assessment based on fall performance?
- To what extent are Stephanie’s scale score and %ile in the winter above or below her scale score and %ile in the fall in the focus area identified in her beginning-of-year action plan?
- Which of my Stephanie’s performed at a lower level than her on the winter interim assessment in the general area of reading?
- To what extent is there a difference in Stephanie’s level of performance on the most recent unit test and her performance on the first unit test administered toward the beginning of the school year?

Standard: K.1.A Question Formation

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			
Beginning year value compared to middle year value of focus area in beginning of year action plan			

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 formulating the missing information identified in the Absorb stage into a question.



Tutorial

Use the Goal Monitoring Data Planner to stay organized during the Ask, Accumulate, and Access stages. You already know the focus area of Stephanie's goal because it is the same as the focus area of her goal set at the beginning of the year. Stephanie's goal is focused on a scale score increase in reading from the beginning-of-the-year to the end-of-the-year.

As a reminder, Stephanie's goal states, "The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment"

You need to write questions that will help you monitor Stephanie's goal relevant to a scale score increase, as well as questions that will lead to evidence informing the identification and implementation of strategies to facilitate progress toward her goal.

Tutorial

You will formulate a total of 6 questions in this scenario: 3 relevant to the goal of increasing Stephanie's scale score in the subject of reading and 3 relevant to identifying Stephanie's highest and lowest scale scores in the reading subcategories and the extent to which there was a performance change in the focus area of her beginning-of-year action plan.

Link to PDF of Goal Monitoring data planner complete through Absorb stage:
<https://goo.gl/cUiwEs>

Sample question	Relevant to focus of	
	Goal 1	Action plan
What is Stephanie's scale score on the winter interim reading assessment?	X	
Which area represents Stephanie's lowest scale score on the district's interim reading assessment?		X

Tutorial

The first three questions you need to formulate will help you monitor the goal focused on increasing Stephanie's reading performance scale score. To monitor Stephanie's goal, you need to identify her middle-of-period performance, compare her actual middle-of-period value with her expected middle-of-period value, and compare her actual middle-of-period value with the value set as her end-of-period goal. The questions you formulate will lead you to this information.

Tutorial

The questions you formulate relevant to Stephanie's goal are as follows:

1. What is Stephanie's scale score and corresponding percentile on the current year's winter interim reading assessment?
2. To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values she was expected to achieve on the assessment?
3. To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values set as her end-of-year goal?

Tutorial

Three questions relevant to Stephanie's goal have been added to the Goal Monitoring Data Planner.

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 actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?		
Middle of period actual value compared to expected value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the expected scale score and percentile?		
Middle of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?		

Tutorial

The next three questions focus on Stephanie's highest and lowest areas of performance within the reading subcategories, as well as the extent to which there was a performance change in the focus area of Stephanie's beginning-of-year action plan. These questions lead you to supporting evidence that will inform the development and implementation of an action plan to help Stephanie achieve her goal, as well as provide you with a better understanding of the extent to which strategies in the beginning-of-year action plan may have had an impact on Stephanie's learning in the focus area of her action plan.

The questions you formulate are as follows:

4. Which subcategory represents Stephanie's highest scale score on the current year's winter interim reading assessment?
5. Which subcategory represents Stephanie's lowest scale score on the current year's winter interim reading assessment?
6. To what extent are Stephanie's scale score and %ile in the winter above or below her scale score and %ile in the fall in the focus area identified in her beginning-of-year action plan?

Tutorial

Three questions relevant to the focus of supporting evidence for Stephanie's action plan have been added to the Goal Monitoring Data Planner

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?		
Beginning year value compared to middle year value of focus area in beginning of year action plan	To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?		

Tutorial

In this stage you formulated six questions. Answering the questions will provide you with information you need to monitor Stephanie's goal in the area of reading and to write an action plan based on her greatest subcategory needs within the area of reading. When you proceed to the Accumulate stage, you will identify specific details of the data required to answer questions you formulated in the Ask stage.

1. What is Stephanie's scale score and corresponding percentile on the current year's winter interim reading assessment?
2. To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values she was expected to achieve on the assessment?
3. To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values set as her end-of-year goal?
4. Which subcategory represents Stephanie's highest scale score on the current year's winter interim reading assessment?
5. Which subcategory represents Stephanie's lowest scale score on the current year's winter interim reading assessment?
6. To what extent are Stephanie's scale score and %ile in the winter above or below her scale score and %ile in the fall in the focus area identified in her beginning-of-year action plan?

Activity Conclusion

Well done! You formulated questions that will lead you to Stephanie's middle-of-period actual value, her middle-of-period actual value compared to her expected value, and her middle-of-period actual value compared to her end-of-year goal value, as well as Stephanie's highest and lowest levels of performance relevant to the focus of supporting evidence for her action plan.

Goal Monitoring Data Planner - Individual Student

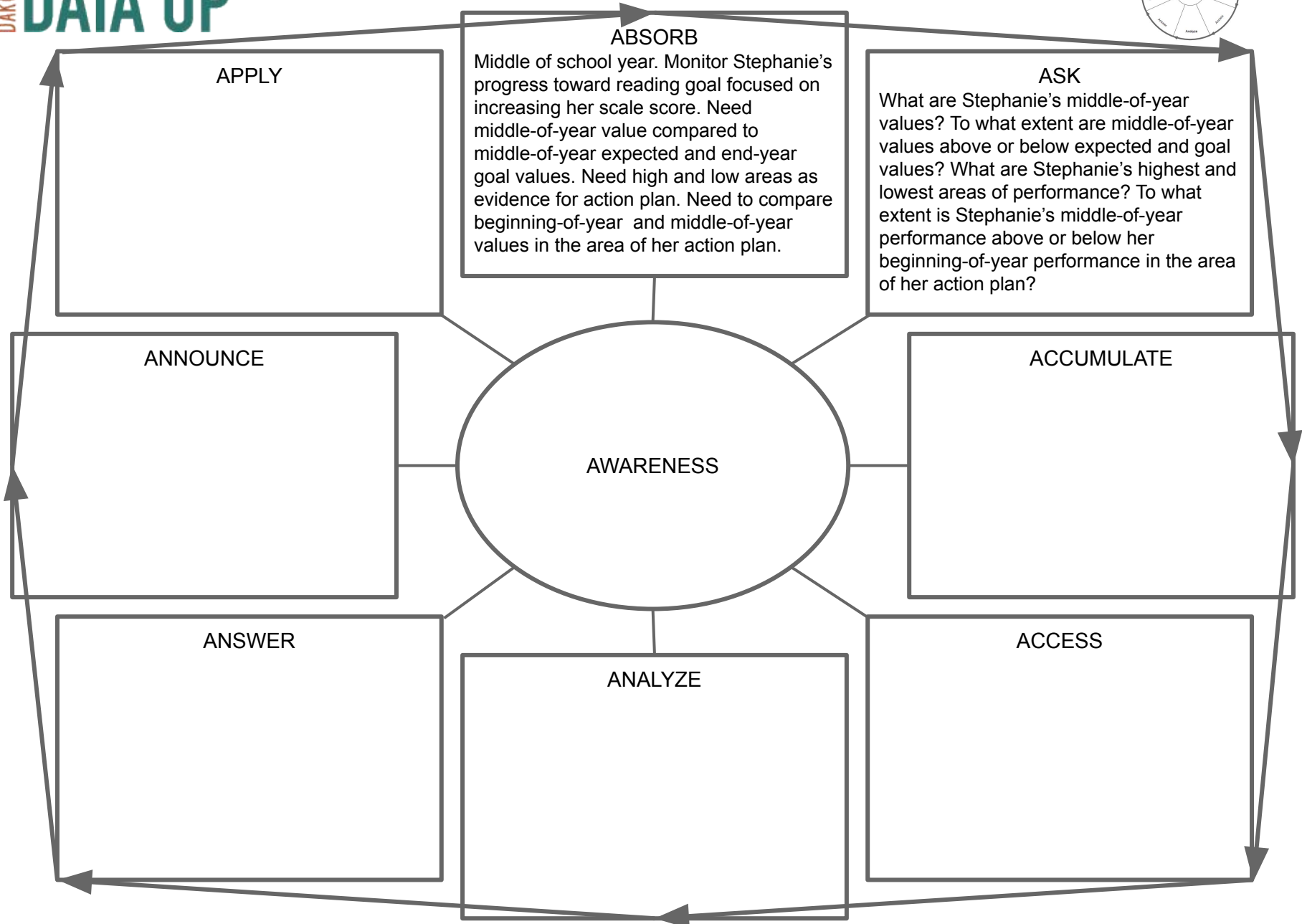
write questions, describe data, identify location of data

<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>Middle of period actual value (scale score and percentile)</p>	<p>What is the student's scale score and corresponding percentile on the current year's winter interim reading assessment?</p>		
<p>Middle of period actual value compared to expected value (scale score and percentile)</p>	<p>To what extent are the winter scale score and percentile above or below the expected scale score and percentile?</p>		
<p>Middle of period actual value compared to end of year goal value (scale score and percentile)</p>	<p>To what extent are the winter scale score and percentile above or below the end of year goal scale score and percentile?</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 winter 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 winter interim reading assessment?</p>		
<p>Beginning year value compared to middle year value of focus area in beginning of year action plan</p>	<p>To what extent are the scale score and %ile in the winter above or below the scale score and %ile in the fall in the focus area identified in the beginning of the year action plan?</p>		

A+ Inquiry Framework

The Ask stage has been completed. You formulated questions that can be answered through analysis of data.

A+ INQUIRY
 GRAPHIC ORGANIZER - Student Goal Monitoring



Activity Answers

11.01.01	Toward the middle of an instructional period (e.g., middle of the year)
11.01.02	An increase in Stephanie's scale score from the beginning of the year to the end of the year on the district's interim reading assessment
11.01.03	The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment
11.01.04	Actual and expected levels of reading performance at the middle of the year, end of year goal level, performance levels in reading subcategories, beginning and middle of year performance in the focus area of her action plan
11.01.05	The extent to which Stephanie's actual value is above or below the expected value and goal value will be an indicator of whether sufficient progress is being made toward her end-of-year goal
11.01.06	The information will be used as evidence to inform the strategies that may be implemented in support of her goal
11.01.07	The extent to which Stephanie's winter value is above or below her fall value will provide me with a better understanding of whether the action plan strategies may have had an impact on the focus area

Activity Answers

11.01.08	What is Stephanie's scale score and corresponding percentile on the current year's winter interim reading assessment?
11.01.09	To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values she was expected to achieve on the assessment?
11.01.10	To what extent are Stephanie's actual scale score and percentile on the current year's winter interim assessment above or below the values set as her end-of-year goal?
11.01.11	Which subcategory represents Stephanie's highest scale score on the current year's winter interim reading assessment?
11.01.12	Which subcategory represents Stephanie's lowest scale score on the current year's winter interim reading assessment?
11.01.13	To what extent are Stephanie's scale score and %ile in the winter above or below her scale score and %ile in the fall in the focus area identified in her beginning-of-year action plan?

Indicate the extent to which you agree or disagree

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

Well Done

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