Data Driven Decision Making: Next Steps in Assessment Practices

High School Refresher

December 17, 2014

Objectives and Outcomes:

- Provide support in how to implement an effective data cycle
- Develop a common plan and expectation for a data cycle at the high school
- Practice using data assessment tools to analyze student work
- Build your leadership capacity

Today's Plan:

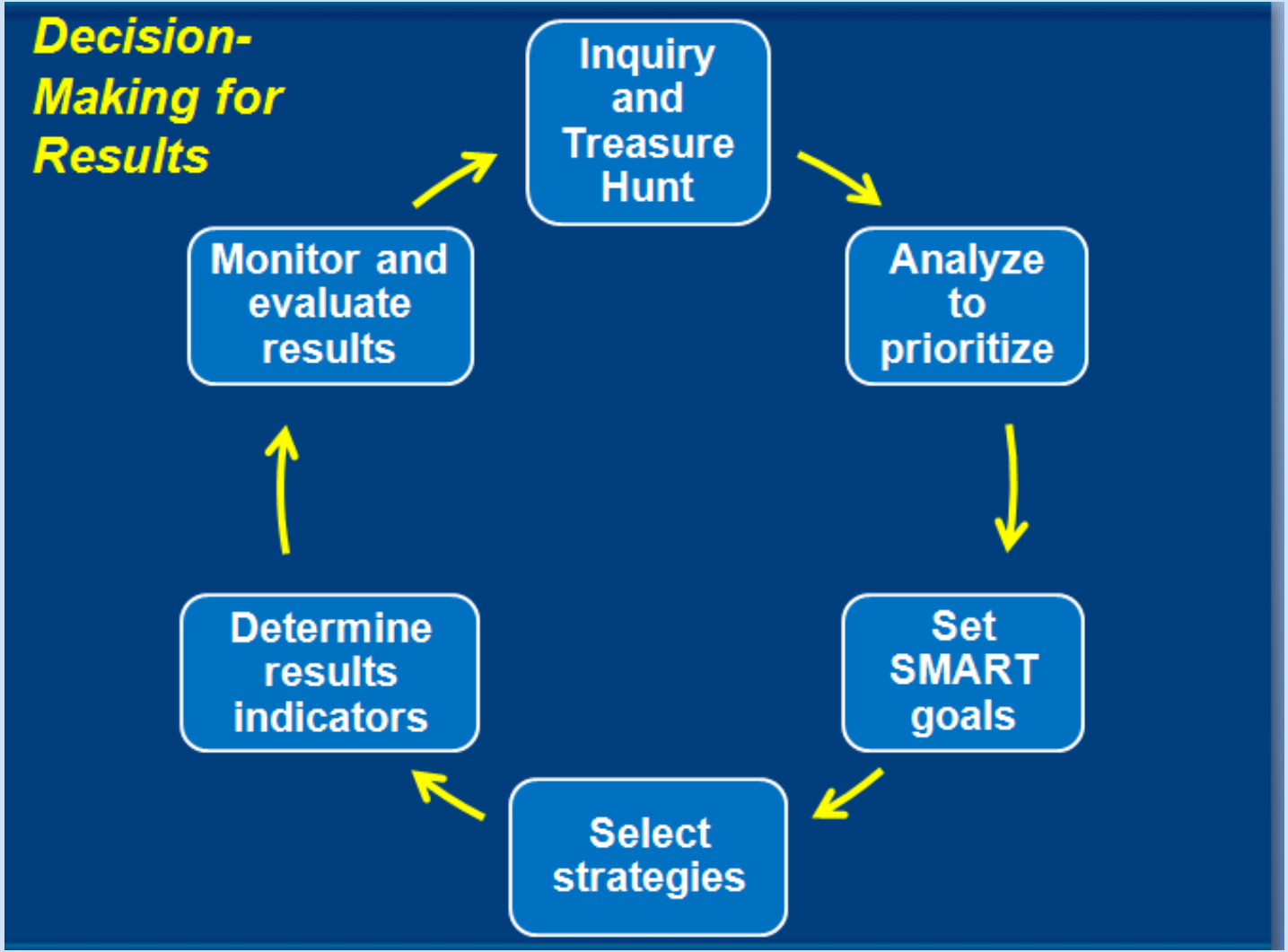
1. Overview & Objectives
    a. Brainstorm Activity
    b. Look at a Secondary Case Study
2. Looking at Student Work
    a. Item Analysis
    b. Task Analysis/Task Deconstruction Activity
    c. Tuning Protocols
    d. Student Self-Assessment practices
3. High School Data Cycle
4. Next Steps: Planning for Midterm Exams Analysis

Get your brain going!

Use 5 pieces to construct a perfect square.

Then…(wait for it!)... follow the next direction.

Hmm...What does this remind you of?



What is the data cycle?

Secondary Case Study

- Read the Secondary Case Study
- As you read, think about the following:
  - **What resonates with you?** Highlight 2-3 parts of the text and be prepared to explain why.
  - **What questions does the case study raise for you?**

Why do we analyze our data?

- To identify strengths and weaknesses
- To provide insights into our teaching practices and our students as learners
- To make inferences about student performance through the examination of student work
- To identify areas to focus on to move students to the next level of performance

How can we use student work as part of the data cycle?

- Jigsaw Activity - 2 Articles
  - Read one of the articles
  - Complete a 3-2-1 Response
  - Then, with a partner, share and discuss the text you read.

Looking at Student Work in 3 Ways

#1 - Item Analysis - Math Example

a. What do you notice? Look for patterns.
b. What are areas of strength and weakness?
c. What are the implications for teaching and learning?
d. Decide on next steps. What actions do you need to take?

- How can you use an item analysis as part of the data team cycle?

#2 - Task Deconstruction

a. Start by completing the task yourself.
b. Determine 3 things students need to know to complete the task correctly and 3 things they need to be able to do.
c. Examine the 5 student graphs for each skill and knowledge item.

- Implication for data cycle?

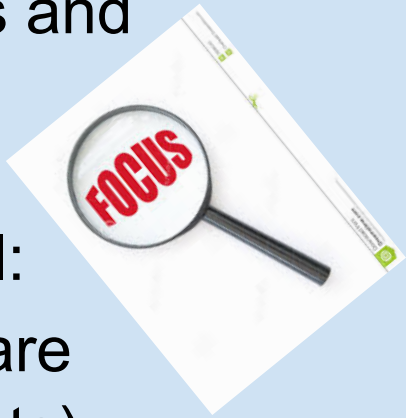
#3 - Tuning Protocol

- Looking at Patterns in Student Work:
  - Range of student work, across multiple classrooms
  - Finding patterns
  - Does not focus on one teacher - low risk

- Tuning Protocol
  - Examine students' work, a task, and rubrics
  - Framed around a specific focus question
    - i.e., *Do you see evidence of text evidence?*
  - Reflect on your practice, design high quality assessments

#3 - Tuning Protocol

- Collaborative Assessment Conference:
  - Used to analyze closely the work of one student
    - essay, journals, lab write-up
  - Can help understand more about strengths and weaknesses of a particular student



- ATLAS - Learning from Student Work Protocol:
  - Helps teachers think about what students are thinking and learning (common assessments)
  - Determine next steps

Reflections on the process:

- Involving students - self-assessment and item analysis
- Thoughts and Questions

High School Data Cycle:

1. Taking Inventory of our Data
2. HS Data Sampling for Monthly Reports
3. Forming Data Teams
4. Scheduling Data Team Meetings
5. Data Team Expectations

Sample Common Assessments: High School

Science

- End-of-unit tests
- Performance tasks
- Problem solving
- Labs/Conducting an experiment
- Unit, weekly questions/quizzes

Arts

- Performance tasks
- Evaluation/analysis of art
- Response to art

Social Studies

- Performance tasks
- End-of-unit tests
- Written responses
- Responses to unit Essential Questions

Language Arts

- Response to literature
- Essays/Performance tasks
- Skills tests
- Weekly, unit questions

Math

- End-of-course, unit exams
- Performance tasks
- Problem-solving application
- Skills tests

Electives

- Performance tasks
- Written responses

Next Steps: Planning for Using Mid-term Exams

- Activity - Sample Exam Data and Plan

Your role as a data team leader

- Look at roles and responsibilities
- Troubleshooting common problems
- Activity:
  - In partners, determine how you would respond to one of the following situations
  - Share your thinking

“The most important thing about assessment is that it promotes dialogue among faculty.”

-Mary Senter