

Data Literacy: A Roadmap for Teacher Learning Part 2

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Handouts, links, and
other material from
this presentation can
be accessed at
[http://artofeducating.
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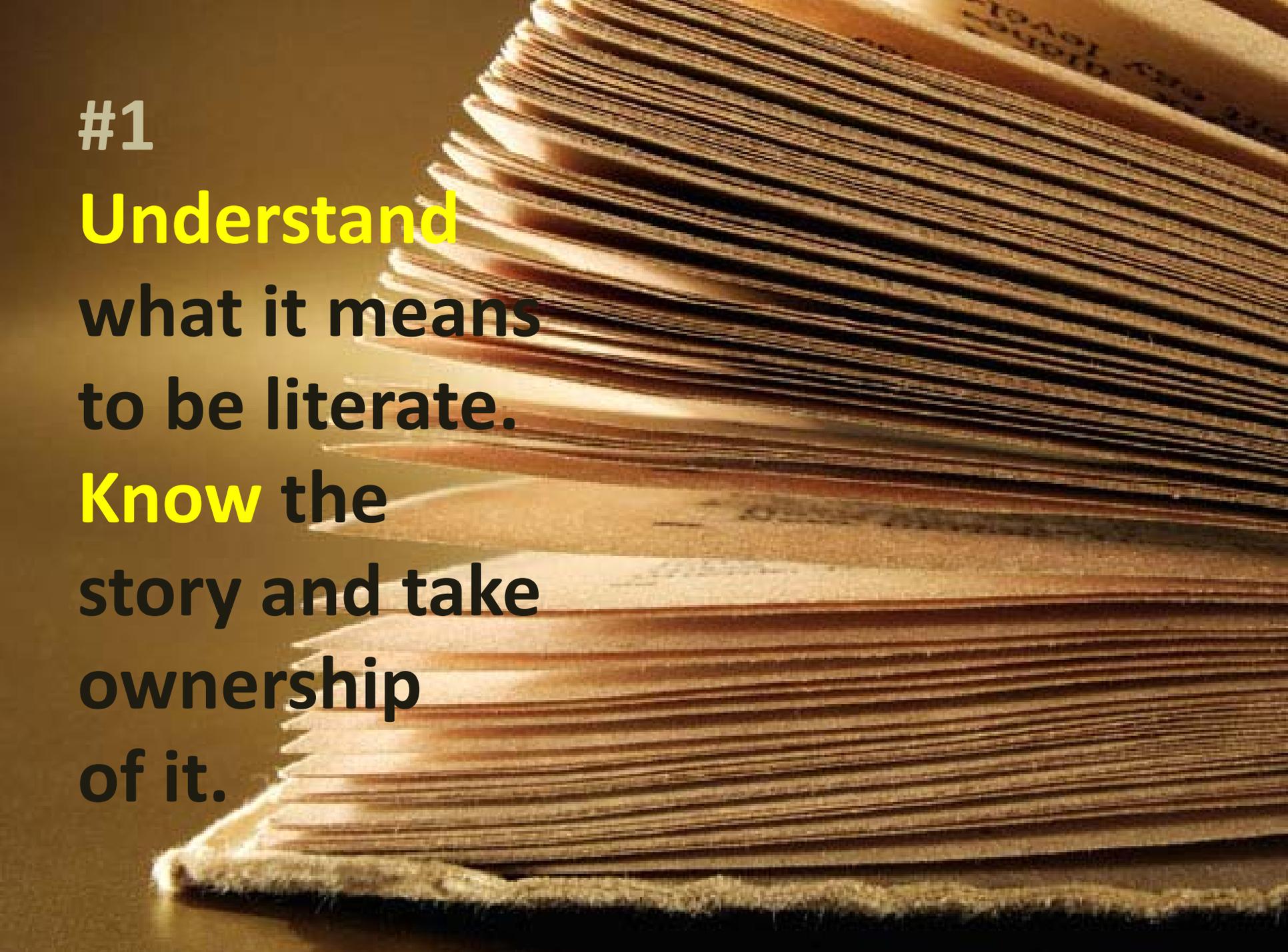


Focus Questions

- What are the principles involved in building data and assessment literacy?
- How can I build my own literacy?
- How can I build my colleagues' literacy? My students' literacy?
- How can I improve the data and assessment programs I already have in place?

How do we **NOT**
build data literacy?





#1

Understand
what it means
to be literate.

Know the
story and take
ownership
of it.

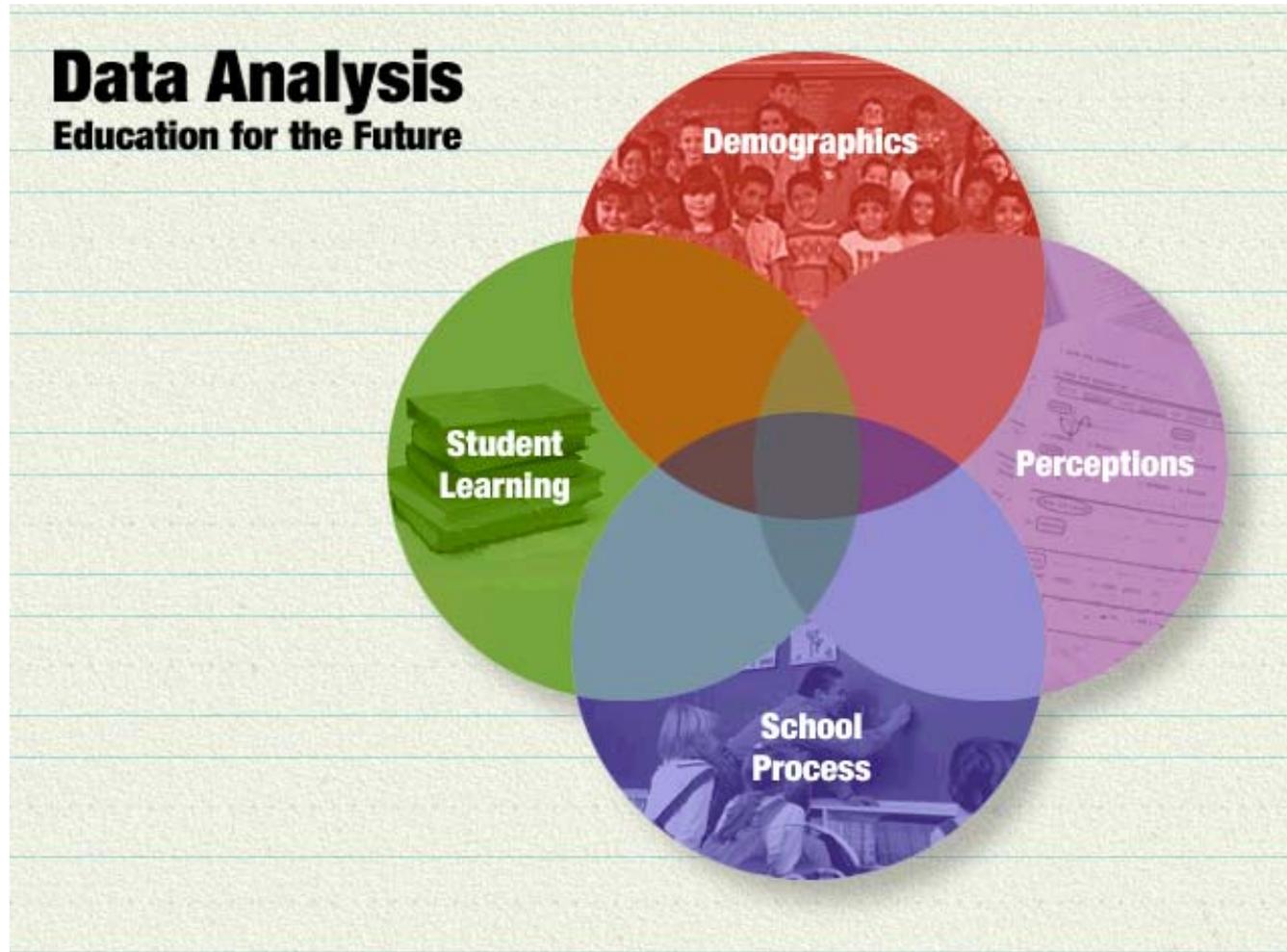
Can you answer these questions?

1. How many types of data are there? What data are most useful? When?
2. What is the essential difference between formative and summative assessments?
3. What makes my assessments reliable? What makes my decisions based on assessments valid?
4. How should assessments inform instruction? How do I use assessments to differentiate? To intervene? To rethink my teaching? To focus on content standards?
5. In standardized testing, how is growth defined in value-added measures? What is a standard deviation? What knowledge and skills do students need to be successful on standardized assessments?
6. What data do my administrators need? My students? Their families? How can I help students and their families?

#2 – Recognize that data are not just standardized test scores.

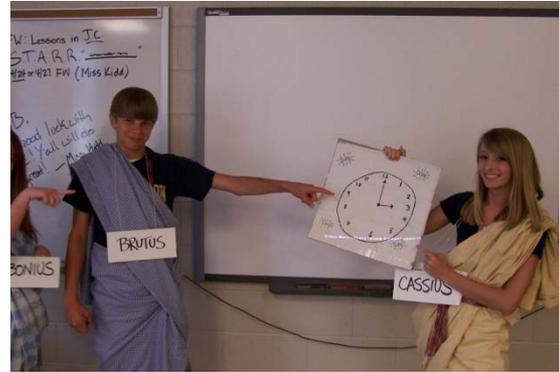
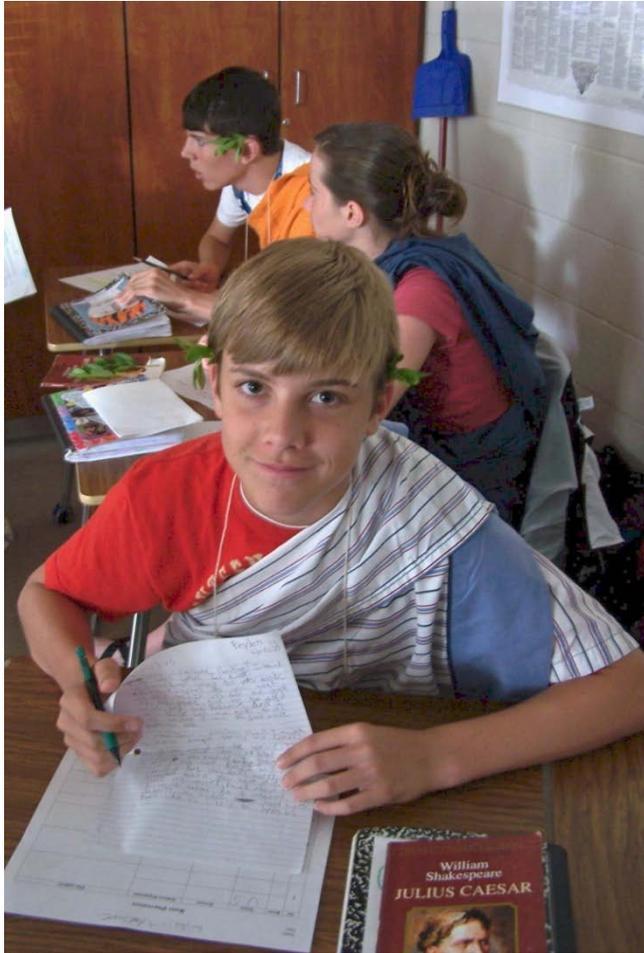


Use all four types of data to design instruction
and make interventions.



Source:
Victoria
Bernhardt,
*Data Analysis
for Continuous
School
Improvement*

Are we learning? What are we learning?



Who are we?



**What do we
think?**

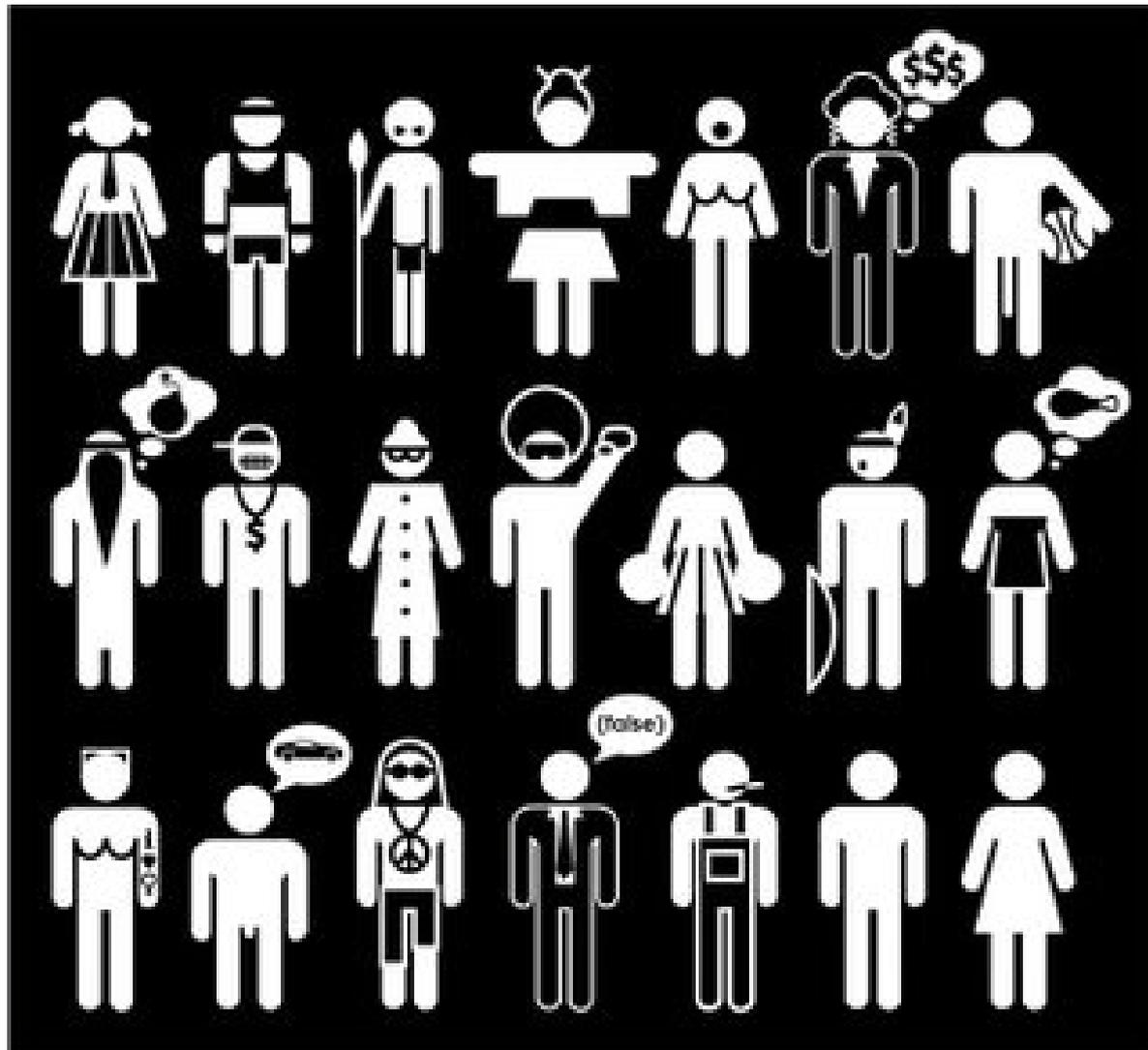




What did we do to get those results?

What do the data make you think?

- Susie scored a Level 2 on her 2007-08 Grade 8 Reading EOG.
- Susie scored a Level 2 in sixth and seventh grades, but her elementary scores were consistently higher.
- Susie is the oldest of three children who are being raised by a single mother.
- Susie's mother is a college-educated registered nurse.
- Susie hates to read, but she likes soccer.
- For the past two years, Susie's reading teachers have used the *Brain Buster* EOG test-prep series.



Focusing exclusively on standardized tests because “this is all we have” or because they provide an easy number is not acceptable.





How?

#3 – Become a productive critic.



1. D I
2. B III
3. A I
4. C ~~II~~ II
5. C II
6. A IIII
7. C ~~II~~ I
8. B ~~II~~ III
9. C ~~II~~ II
10. B ~~II~~ III
11. A ~~II~~ ~~II~~ ~~II~~ II A ~~II~~ ^{IIII}B ~~II~~ C IIII D IIII
12. A ~~II~~ I
13. C ~~II~~ III
14. D IIII
15. A ~~II~~ IIII
16. B I
17. A II
18. B ~~II~~ III
19. D ~~II~~ ~~II~~ I ^{IIII}A ~~II~~ B C II D ~~II~~ ~~II~~ I
20. A ~~II~~
21. A ~~II~~ II
22. C ~~II~~ IIII
23. B ~~II~~ III
24. C ~~II~~ ~~II~~ I A I B ~~II~~ ^{IIII}C ~~II~~ D ~~II~~
25. C III

Quarter 2 Assessment – Teacher Analysis

Question Type	#	Answer Choice	Teacher Notes	% Students in Class with Question Correct			
Passage 1 – Murre Letter to the Editor				2 nd Block	3 rd Block	4 th Block	5 th Block
INF	1	A		38	96	92	97
LIT	2	D		44	92	96	97
INF	3	C		56	76	85	93
LIT	4	C		63	84	92	97
INF	5	A		75	100	100	100
INF	6	B		50	80	85	97
INF	7	A		56	84	85	97
INF	8	A	ques about which org author would adopt	25	68	73	79
LIT	9	B		75	92	100	100
LIT	10	C	author's mood	38	60	88	90
Passage 2 – Excerpt from <u>Monkey's Paw</u> (drama)				2 nd Block	3 rd Block	4 th Block	5 th Block
LIT	11	B		50	84	77	90
LIT	12	C	bad ques effect of dialogue on setting?	19	32	54	14
INF	13	C	rel b/w char	31	32	35	55
LIT	14	A		63	96	96	100
LIT	15	D		75	96	100	100
BAS	16	C		50	92	96	100
LIT	17	C		69	88	100	100
LIT	18	D	italics after "scene" = stage dir	25	68	69	97
BAS	19	C		44	84	92	97
LIT	20	A	mood	19	16	35	34

VOC	20	D	Because consumer means buy
BAS	21		
INF	22	C	Because then you could see for yourself what the clothes look like.
INF	23		
VOC	24		
"Eggs on the Moon" (2 film reviews)			
INF	25		
INF	26		
BAS	27		
"Loose Lips Sink Ships"			
BAS	28		
BAS	29		
INF	30		
BAS	31		

What did you learn while working on these corrections?

That some of the mistakes that I made was mostly vocabulary, so that means I can build up my vocabulary so that I will be able to do better on this sections. The inference had got to me too, so will work hard on that. Then Again a couple was just because I didn't read the question careful, so next time I will read it carefully so that I will not miss them. These corrections help alot and I will love doing them if it helps out my grade in any-way!!

Name: _____ Block: 3A Date: 5/26/09

Essay Comparison and Reflection

Fall Score: 3 Spring Score: 4.5 Change: +1.5

How do your scores compare to other students' scores?

I improved 1.5 points on my second essay and the
class improved 2.1 points.

Using the SAT Rubric and what you know about your own writing, please reflect on and explain your scores.

I did not feel 100% confident with my second
essay. I thought that I would have done better
if I was totally into the topic. I just couldn't
get into it and I felt that it affected my grade. Wow,
my first essay was ... interesting. No indents or paragraphs,
absolutely no use of vocabulary, and it was just not
good. My second essay was a little better but not very
satisfying.

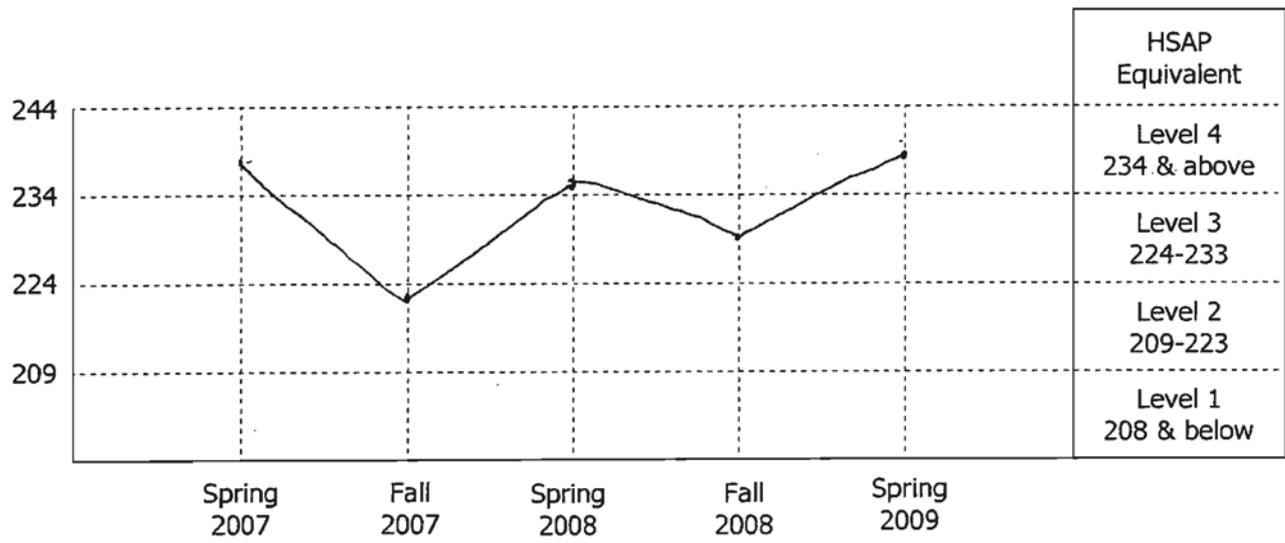
Have you grown as a writer this year? Please explain.

Yes I have. I have learned different ways of
analyzing data and having more educated ways
of putting it on paper. I have learned a lot more
vocabulary & when to use it. I also learned
how to get deep into a topic therefore allowing
me to write with more heart.

6pts. ↑
3/25

MAP Analysis: Reading

				Spring 2009	
Spring 2007	Fall 2007	Spring 2008	Fall 2008	Goal	Actual
239	223	235	231	240	237



1. After analyzing your scores, what do you notice? How would you explain it?

After looking at this I notice that for reading my scores go back and forth between spring and fall

2. What do you need to learn (or relearn) before the HSAP?

Reading:

Poetry terms, irascible, Languid, lazy, smooth

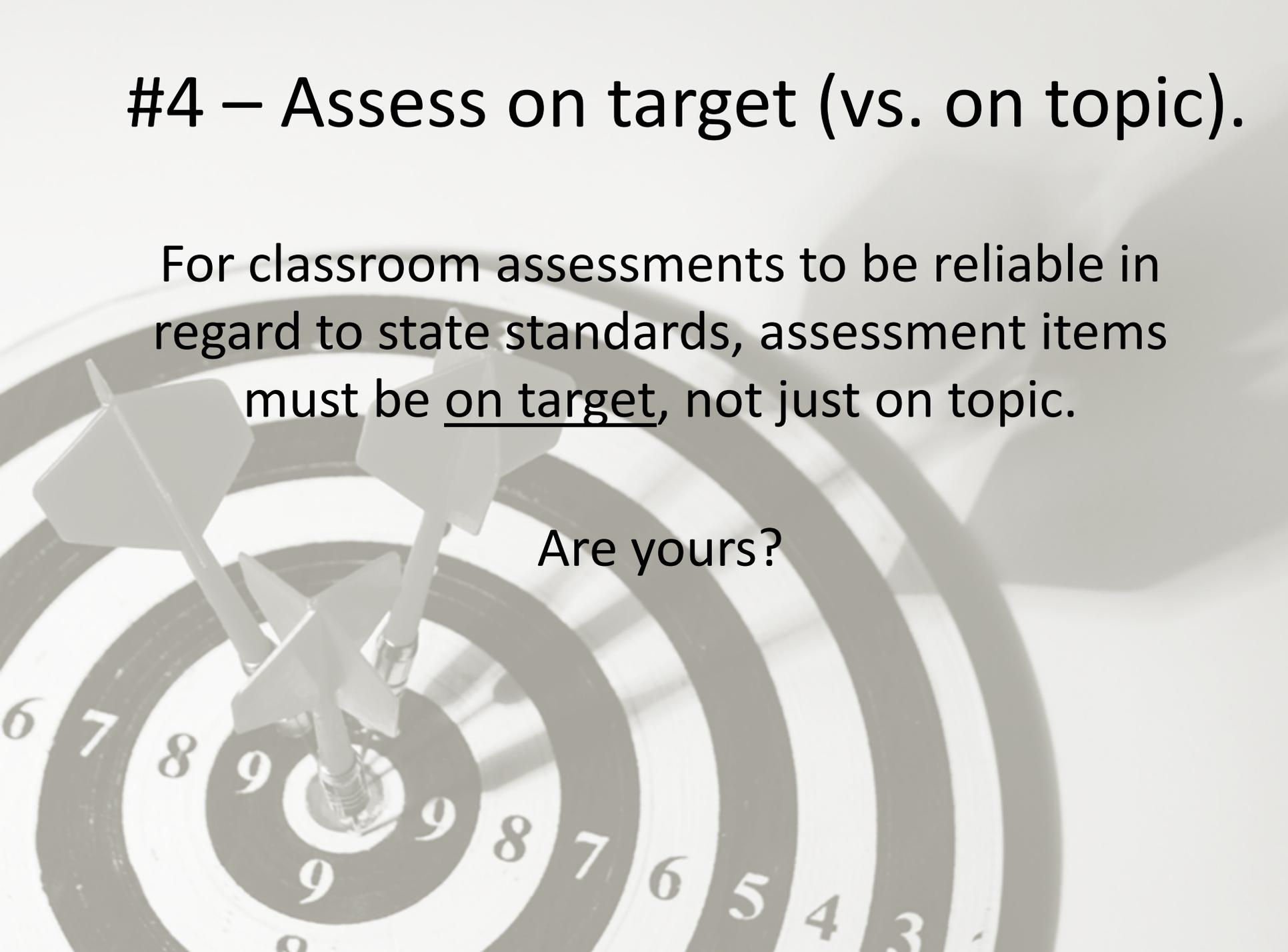
Language:

How a Brochure is laid out, newspaper articles, appostive - see terms

#4 – Assess on target (vs. on topic).

For classroom assessments to be reliable in regard to state standards, assessment items must be on target, not just on topic.

Are yours?



A young woman with light brown hair is shown from the chest up, looking upwards and to the right with a thoughtful expression. She is holding a blue pen to her chin. Above her head is a large, white, cloud-shaped thought bubble with a black outline. Inside the bubble, the word "How?" is written in a simple, black, sans-serif font. Three smaller circles of increasing size lead from the bottom of the thought bubble to the woman's head, indicating the flow of thought.

How?

#5 – Encourage experimentation.
Expect failure as part of the process.



#6 – Focus on relevant, classroom data that answer teachers' most important questions.





Suppose you came into possession of a crystal ball that would reveal reliable data for any question you have about the learning of the students in your classroom and/or school. What would you ask it? What are the questions that will make a significant difference to the performance of your students?

#7 – Provide support, not just expectations.





**#8 – Get together,
share data, and
dialogue.**





**Make sure
it is the kind
of dialogue
that builds
literacy.**

Review the Principles

1. Understand what it means to be literate. Know the story and take ownership of it.
2. Recognize that data are not just standardized test scores.
3. Become a productive critic.
4. Assess on target (vs. on topic).
5. Encourage experimentation. Expect failure as part of the process.
6. Focus on relevant, classroom data that answer teachers' most important questions.
7. Provide support, not just expectations.
8. Get together, share data, and dialogue.

Focusing on people creates sustainable change.

