Standardization/Data Conversations

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| **Step 1: The Assessment**  Before looking at student achievement, it is important to reflect on the task itself. | | |
| **Brief description of the task:**   * e.g. unit 3 test * 30 MC and 5 short answer | **Administration:**   * Was it open note or open book? * What resources (if any) were students allowed? * How much time was allotted? * Did students have a chance to review prior to the assessment? | **Standards:**  Which major standards (CCLS, NYS, MYP, DP) were assessed by this task? |
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| **Step 2: Prepare the Data**  Bring a record from your gradebook of how all students performed, as well as a selection of student work from low, medium, and high achieving students. We will examine general trends in student achievement first. Use on of the following strategies to prepare the overall results of the common assessment that your team is studying today. | | |
| Stoplight Highlighting:  Use two jointly determined cut values to highlight today’s data set; for example, all the scores above 75% might be highlighted green, all the scores between 55%-75% might be highlighted yellow, and all of the scores below 55% might be highlighted pink. | | |
| **Analysis Task** | **Notes/Reflections on Analysis** | |
| *\*Pass your own students’ work to a colleague.*  Look at the student work from the lowest achieving samples.  Highlight or note the following:   * What errors tend to be repeated? * Are there parts of response that are consistently correct? * Where are students going wrong? * Is the structure (weak thesis, lack of textual evidence) of the response detracting from comprehension? |  | |
| *\*Pass your own students’ work to a colleague.*  Look at the student work from the mid-range samples.  Highlight or note the following:   * What specific items are students including in their responses to gain them credit? * Where are these students losing credit? |  | |
| *\*Pass your own students’ work to a colleague.*  Look at the student work from the highest achieving samples.  Highlight or note the following:   * How are these students maximizing the credit they are earning? |  | |
| **Trends & Overall Results:**  Review the overall results of the assessment—Did students score poorly who you thought might score higher? Were there surprises? What (if anything) needs re-teaching? What strategies are needed for ensuring that all students find success? | | |
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| Step 3: Observations  Successful analysis of assessments end in actions that are designed to improve student learning across entire grade ranges and departments. | | |
| **Interpret results:**   * Discuss patterns that you see in student performance. * Brainstorm a list of 3-5 specific statements on which your team can take action. | **Examples:**   * Almost all students score above 70% on the task. * Question 4 was missed by 80% of the students. * Lowest achieving students struggled with writing a clear thesis statement which led their entire essay to be unclear and their evidence to be only marginally connected to their claim. | **Responses (Proposed Actions):**  Lowest achieving students struggled to express their ideas through vocabulary, this making their ability to use passe compose irrelevant, focused vocabulary is needed. |
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| **Step 4: Summary Statements**  Effective teams end analysis with a set of short statements summarizing the outcomes of the discussion. Using the prompts below craft summary statements for today’s data conversations/standardization. | | |
| **Assessment task:**   * Does the task measure the standards we attributed to it? * Are there parts of the task to rewrite/rework to better measure the standards? | **Student Achievement:**   * Were the trends in achievement evident? | **Ideas for remediation:**   * How can struggling students receive help? * Are there activities/strategies that might be better? |
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| **Ideas for Extension:**  For students who are already high achieving, how can we offer extension to maximize their potential? | | |
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