

Mapping and Assessment September 2007

Agenda

- Overview
- Make Predictions
- Analyze ITBS results
- Analyze and Connect Mapping Data
- Item Analysis of ITBS
- Analysis of Classroom Based Assessments
- So What? How does this change instruction?

Building Knowledge About Student Learning

- Data: Facts and Figures
- Information: Patterns and Trends
- Knowledge: Interpreting and Giving the Data Meaning

Making Predictions

- Opportunity to check our assumptions
- Look at the relationship between external and internal data sources
- Verify and raise questions predictions based on what you learn from your data

Comparing the Data

- As you look at the chart, sub-scores of tests and skills results what do you observe?

Change Within Grade Over Time

% of Students Grades K - 4 <i>PROFICIENT or ADVANCED</i>			
	2003	2004	2005
K	40	55	64
1	47	55	63
2	85	79	70
3	56	62	63
4	81	75	60

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Change Within Cohort Over Time

% of Students Grades K - 4 *PROFICIENT or ADVANCED*

	2003	2004	2005	
K	40	55	64	+
1	47	55	63	+
2	85	79	70	-
3	56	62	63	0
4	81	75	60	-

**Outcome Data illustrates
two types of change:**

- 1) Within grade over time**
- 2) Within cohort over time**

Choose an area of concern (an area that the students are not performing particularly well) and look at the curriculum maps to study the pattern of instruction around that area.

Be certain that you consider at least two grades that preceded the grade level test results that you are studying.

Examining Classroom Based Assessments

- Using the rating scale that is provided in three categories:
 - Advanced
 - Proficient
 - Basic
- Score the level on the chart.

Focus on an Instructional Issue

- Link teaching and learning
- Be specific and fine-grained
- Make certain that the problem is within the school's control
- Make certain that the problem serves as leverage to a larger problem or goal

Focus on Students

- Why do you suppose that students are struggling with this issue?

Focus on Teachers

- If you were to use “I” statements, how would you frame some reasons why students are struggling?

Summarize

What have we discovered about the issue?	What questions do we have?	What further data might we need to address this issue?

Developing a Data-Driven Goal

- Establish SMART Goals
 - S – Specific
 - M - Measurable
 - A – Attainable
 - R – Realistic
 - T – Timely

Start with a Data Focus

- Quantity does not equal quality

Develop an Action Plan

- What needs to be done?
- Who will do it?
- When will it take place?
- How will you know that students are improving achievement?
- Build a timeline for what you are targeting to happen.

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