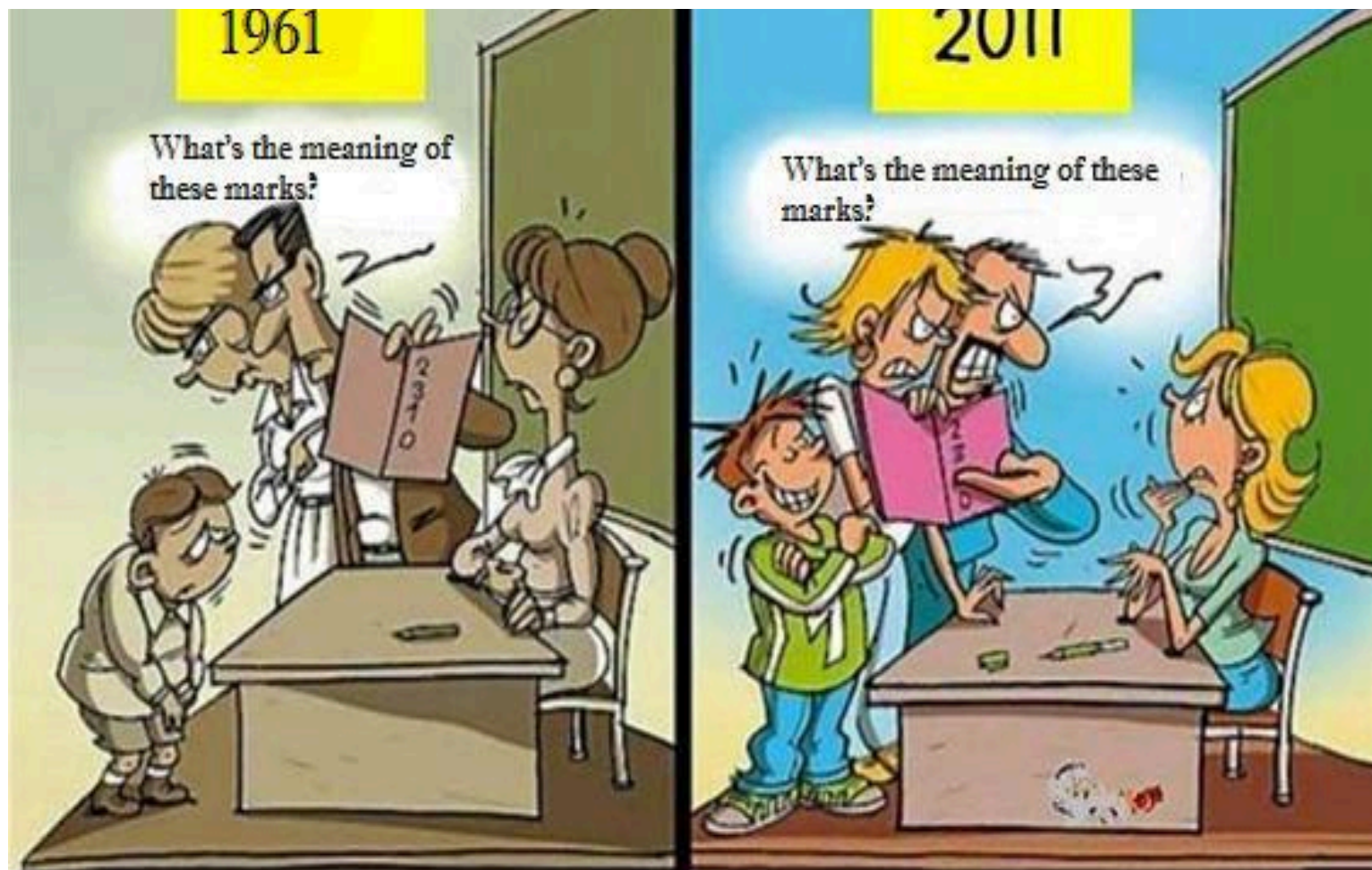




Data Dashboards

May 29 and 31, 2012



Agenda and Workshop Goals

- Review goals of EPIC
- RISE Context and SLOs
- Data analysis and inference
- Data Dashboard Concepts and SLPs
- Looking at an rGrade Data Dashboard
- Data Meetings and Data Analysis



EPIC Goals

1. Organize and analyze evidence of student learning from various sources,
2. Align new core academic standards with language arts instruction and assessment.
5. Design curriculum that reflects evidence of student learning and scientifically based reading instruction.
6. Implement and evaluate data-driven assessment in everyday practice.

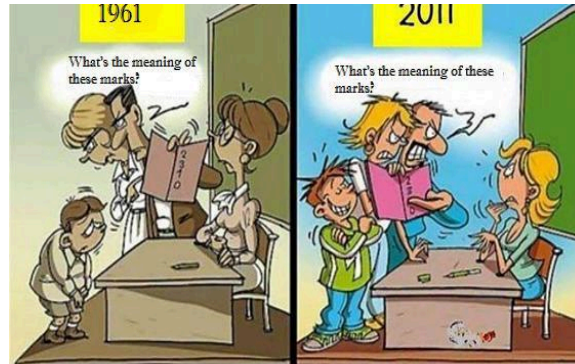


TEST



About RISE

- EPIC \neq RISE Training
- RISE training for EPIC staff
- PD activities in EPIC are informed by RISE but not driven by it



RISE Component 2:

Student Learning Achievement

- Definition: Meeting a uniform and pre-determined level of **mastery** on subject or grade level standards
- Achievement is a set point or “bar” that is the **same for all students**, regardless of where they begin



RISE Component 2: Student Learning Growth

- Definition: **Improving** skills required to achieve mastery on a subject or grade level standard over a period of time.
- Growth differentiates mastery expectations based upon **baseline performance**.

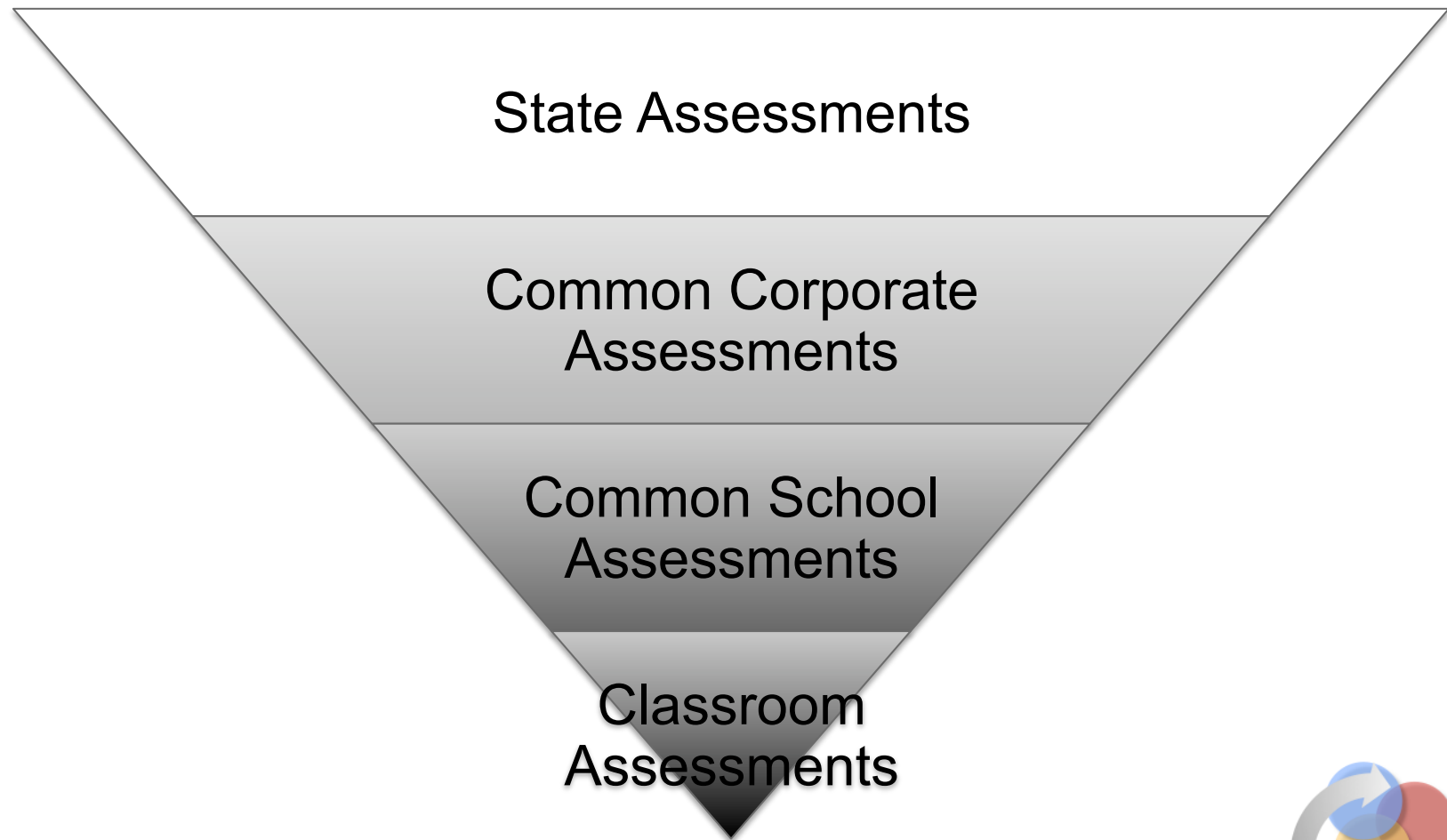


RISE Hierarchy of Assessment Options

- State Assessment (ECAs, ISTEP, etc)
- Common Corporation Assessment
 - Created or purchased
 - e.g. Acuity, mClass
- Common School Assessment
 - Created or purchased
- Classroom Assessments
 - Teacher-developed



Typical Time That Teachers Spend Working in the Hierarchy



Student Learning Objectives: Preview of July 17th Workshop

- Informed by student learning data
- Specific and measurable
- Aligned to state standards
- Based on growth and achievement



Review data analysis and inference

- Quick Role Play



Reliability

- A cornerstone of assessment
- Essential for judging quality
- Imprecision of educational assessment
- Reliability = Consistency



Stability

- Consistency of test results over time
- No intervening events
- a.k.a Test/Retest
- Procedures for calculation:
 - Correlation Coefficient
 - Classification-consistency reliability
- Comparison to prior tests of other students



Standard Error of Measurement

- An estimate of consistency of an individual's performance in relation to the test's reliability



Validity

- The linchpin of educational measurement (the attribute that holds it all together)
- Is there such a thing as a valid test?
- **Inference**



Validity Evidence

- Content related...
- Criterion related...
- Construct related...



Content Related Evidence

- Measure of content in item to content in aim
- How do we make a test content valid?
 - Developmental care
 - External Reviews
 - Alignment Process



Criterion-Related Evidence

- For criterion tests
- Used for prediction on external criterion
- Determines confidence of score-based inference



Construct-Related Evidence

- The extent to which empirical evidence confirms an inferred construct exists **AND** that a given assessment procedure is measuring the inferred construct accurately.
- What's a construct?
 - An explanatory variable which is not directly observable (Cronbach and Meehl, 1948)
 - The thing you hold true in order to test something else.
 - The manifestation of the something else (e.g. love, liberty, etc.



Validity Alignment

- Categorical Concurrence
- Depth of Knowledge
- Range of Knowledge
- Balance of Representation



Reliability vs. Validity

- Can an unreliable test yield valid inferences?
- Can a reliable test yield invalid inferences?



Norm-referenced measurements

- Refers to the process of **comparing** one test-taker to his or her peers.
- Percentile: Percent of students in norm group that an examinee **outscored**
- Stanine: A method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two.
- Grade Equivalent: Compares performance on the test to that of students at various levels who took the same test (does not refer to grade-level competency).



Criterion-referenced measurement

- The score shows whether or not the learner performed well or poorly on a given task/test
- Mastery of curricular aim
- More the focus of educational reform (assessing to a common standard)



Data Dashboards

- What are they?
- Why so many?
- What can a teacher do with them?
- How we learn to love data by calling it evidence!



Data Dashboards: Some Definitions

- Live data presented for everyday analysis
- Not the snapshot, but the “camera”;
- Not the measure, but the gauge
- “Dynamic learning inference spaces”



Examples of Data Dashboards

- Summary screens of tools like mCLASS
- Printouts of results from Acuity
- The Growth Model Data in the Learning Connection
- A teacher's own Excel spreadsheet
- Other district or online systems



Using Data Dashboards: A Teacher's Tool

- The means of organizing information in the most sustainable, sharable way
- A method of making sense of data, from personal and shared perspectives.
- Can be used to determine targeted assessments and RTI
- More than the “system”. It’s how we wrap discussion and action around the data.



Data Dashboards: Using Them in Practice



2011 SLPs as Data Dashboards

- Home brew approach: Focus on teacher's **personal constructions** and reflection
- A **portfolio** approach to gathering evidence
- Permitted student artifact capture
- A precursor to live data systems



Building Data Dashboards

- It doesn't have to be comprehensive
- Use it to organize disparate data
- For EPIC only, unless you find it useful
- Not intended for RISE purposes



Looking at an rGrade DD



rGrade Functions

- Building Rubrics
- Managing grade- and content-area rosters of student data
- Analyzing individual student progress
- Analyzing aggregate student performance



Key rGrade Tools

- Rubrics Module: Where you build, share, and acquire rubrics
- Programs Module: Your DD across all teachers within a subject area
- Courses Module: Your own personal DD for your students. May include some common assessments








Full Rubric Assessment Mode: Ready for notes and scripts!

MSDWT - Eastwood Middle School

Home Decision Points Roster Analysis Settings

rG assessment mode
(full rubric view)



Booker Washington

hide cell definitions ▾

Current (12) | All (12)

Ad - Zz

Booker Washington

⌵

Preparation for Learning Rubric

⌵

Summary

Percent

Rubric Points

I

IN

E

HE

☐

☐

☐

☒

87.50%

35 / 40

Enter overall comments here ...

Reset

Save

Publish

1.1 Plans : Plans for a student program of instruction in accordance with adopted curriculum

10 / 10

☐ Ineffective ▾
Little or no evidence that the teacher plans quality lessons for instruction

☐ Improvement Necessary ▾
Some evidence that the teacher plans quality lessons of instruction

☐ Effective ▾
Clear evidence that the teacher plans quality lessons of instruction

☒ Highly Effective ▾
Consistent evidence that the teacher plans quality lessons of instruction

Enter row comments here...

clear comment | save comment

1.2 Understanding : Incorporates an understanding of how students develop and learn in the planning for student learning

7.5 / 10

☐ Ineffective ▾
Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning

☐ Improvement Necessary ▾
Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning

☒ Effective ▾
Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning

☐ Highly Effective ▾
Consistent evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning

Enter row comments here...

clear comment | save comment

1.3 Variety Resources : Uses a variety of planning resources

10 / 10

☐ Ineffective ▾
Little or no evidence that the teacher is utilizing district and school resources to plan for learning

☐ Improvement Necessary ▾
Some evidence that the teacher is utilizing district and school resources to plan for learning

☐ Effective ▾
Clear evidence that the teacher is utilizing district and school resources to plan for learning

☒ Highly Effective ▾
Consistent evidence that the teacher is utilizing district and school resources to plan for learning

Enter row comments here...

clear comment | save comment

Do your scripting right next to the rubric.

rG Pod View:

For use on phones and tablets

rG assessment mode (pod view)

Current (12) | All (12)

Ad - Zz Jean Piaget

Effective Instruction Rubric

I IN E HE

| | | | | | | |
|-----------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|-------------------|--|
| 2.1 Classroom Climate | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5 / 10 | |
| 2.2 Communicates | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 10 / 10 | |
| 2.3 Subject Knowledge | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 7.5 / 10 | |
| 2.4 Strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 10 / 10 | |
| 2.5 Student Needs | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5 / 10 | |
| 2.6 Engaging Students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5 / 10 | |
| 2.7 Student Knowledge | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5 / 10 | |
| 2.8 Assessing | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5 / 10 | |
| Summary | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 52.5 / 80 | |
| 65.62% | Effective | | | | 52.50 / 80 | |

Reset Save Publish

2.5 Student Needs

Ineffective ☐ Improvement Necessary ☒ Effective ☐ Highly Effective ☐

Little or no evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs

Some evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs

Clear evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs

Consistent evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs

Differentiation needed

Save Comments Clear Comments Close Delete Comments

On all rubrics you have the ability to use a calculated score or professional judgment.



Tracking Indicators

InfoViewEditStandardsSettings

WT PLC Process Observation Feedback

To use this rubric, [go to a course](#) and attach it to an assignment.

[Printer-friendly version](#)

Not EvidentPartially EvidentFully Evident

Stage I: Beginning a new Unit of Study

Weekly Formative Assessments
Agree on (or create) weekly formative assessments to measure essential learning
[RISE Domains D2.1](#)

An asset question response work to j is NOT E

Alignment ReportsPerformance ReportsAudit Reports

All MSDWT RISE - North Central High School Standards

This report lists all standards that have been aligned to your Program from at least one source (course syllabus requirement, rubric or unit assessment). The source icon indicates the alignment of the standard at least once v the total number of distinct alignments.

| RISE Domains | Course | Requirement | Rubric |
|---|--------|-------------|--------|
| D1.1 Utilize Assessment Data to Plan Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans. Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding. See online resources for learning more about this domain | | | (1) |
| D2.1 Develop student understanding and mastery of lesson objectives Teacher is effective at developing student | | | (1) |

Assessment Data Dashboard

Programs >

MPLE Teacher Data Dashboard

[Home](#) [Decision Points](#) [Roster](#) [Analysis](#) [Settings](#)

[Printer friendly version](#)

MPLE Teacher Data Dashboard

[Requirements](#) [Details](#) [Thresholds](#) [Descriptors](#) [Artifacts](#) [Sequencing](#)

[collapse](#)

[Decision Point](#)
[Requirement](#)
[State Tree Sub-Requirement](#)
[Unit Assessment\(s\)](#)
[Factor Access](#)




[Requirement is hidden from student view](#)

[Program Task is optional](#)

[Type](#)
[Program Task](#)
[Course-based Task](#)
[Completion of Course](#)
[Decision Tree](#)
[External Data](#)
[Program Track](#)
[System Calculation](#)




Common Grade Level Assessments

[EDIT](#)

| | | |
|---|-------------------------------------|---|
| Kindergarten Writing Assessment EDIT | <input checked="" type="checkbox"/> |  |
| Handwriting Assessment EDIT | <input checked="" type="checkbox"/> |  |
| Graphic Organizers/Concept Mapping EDIT | <input checked="" type="checkbox"/> |  |



Other Evaluations

[EDIT](#)

| | | |
|---|-------------------------------------|---|
| Environmental Rubric EDIT | <input checked="" type="checkbox"/> |  |
| Exhibition Rubric Assessment EDIT | <input checked="" type="checkbox"/> |  |
| Unit Assessment EDIT | <input checked="" type="checkbox"/> |  |

District Assessments

[EDIT](#)

| | | |
|--|-------------------------------------|---|
| District Reading Comprehension Assessment (1st Quarter) EDIT | <input checked="" type="checkbox"/> |  |
| Student Teamwork/Partner Work Assessment (2nd Quarter) EDIT | <input checked="" type="checkbox"/> |  |



Classroom View

10

01-Mrs. Noel

Home

Assignments

Roster

Analysis

All Assignments

Required Assessments

Sequencing

Artifacts

rs. Noel

ment Group

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ssments recorded

one assessment

d










essment

rubric

ance levels

s. possible

Required Assessments

| | | |
|--|------|-----|
|  BOY DIBELS | EDIT | n/a |
|  BOY TRC | EDIT | n/a |
|  Letter ID | EDIT | 52 |
|  LLLA#1 | EDIT | n/a |
|  LLLA#2 | EDIT | n/a |
|  LLLA#3 | EDIT | n/a |
|  LLM#1 | EDIT | n/a |
|  LLM#2 | EDIT | n/a |
|  | | |



Adding Test Scores

2010-11/ Fall 2010

KIND 001-Mrs. Noel

Home

Assignments

Roster

Analysis

Settings

Students


Assignment Settings

KIND 001-Mrs. Noel


Test Score

This tab displays the students' outcomes for one assignment

Click on a name to view all assignments for that student

 Click on this icon to enter an assessment

Classroom Assessments

 **Test Score**

Megan Noel



/ 50



Matthew Stuve



/ 50










Save All



Scoring by Performance Level

2010-11/ Fall 2010

KIND 001-Mrs. Noel

| | Home | Assignments | Roster | Analysis | Settings | | | | | | | | | | |
|--|---|-------------|-----------------------|---|----------|------------|---|-----|----------------|---|---------------|--|-----|-----------------------|---|
| | Students Assignment Settings Program Dependency | | | | | | | | | | | | | | |
| <div>KIND 001-Mrs. Noel ▾</div> <div>BOY DIBELS ▾</div> <p>This tab displays the students' outcomes for one assignment</p> <p>Click on a name to view all assignments for that student</p> <p>The <input type="checkbox"/> icon indicates that the student's artifact has been submitted</p> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Click on this icon to</div> | <div>Required Assessments</div> <div> BOY DIBELS</div> <table><tbody><tr><td>Megan Noel</td><td><div><input type="checkbox"/> rG <input type="checkbox"/></div></td><td>/ 0</td><td><div>- ▾</div></td><td></td></tr><tr><td>Matthew Stuve</td><td><div><input type="checkbox"/> <input type="checkbox"/> rG</div><div>DETAILS</div></td><td>/ 0</td><td><div>Horrific ▾</div></td><td></td></tr></tbody></table> <div>Save All</div> | | | | | Megan Noel | <div><input type="checkbox"/> rG <input type="checkbox"/></div> | / 0 | <div>- ▾</div> |  | Matthew Stuve | <div><input type="checkbox"/> <input type="checkbox"/> rG</div> <div>DETAILS</div> | / 0 | <div>Horrific ▾</div> |  |
| Megan Noel | <div><input type="checkbox"/> rG <input type="checkbox"/></div> | / 0 | <div>- ▾</div> |  | | | | | | | | | | | |
| Matthew Stuve | <div><input type="checkbox"/> <input type="checkbox"/> rG</div> <div>DETAILS</div> | / 0 | <div>Horrific ▾</div> |  | | | | | | | | | | | |



Looking at Aggregate Data

- Performance
- Rubric
- Alignment



rGrade Demonstrates:

- Performance to standard
- Audit (gaps in coverage/performance)



Rubrics

- A scoring matrix used to assess student performance along a task-specific set of criteria
- Rows = criteria
- Columns = quality
- Cells = indicators of quality per criterion



Whining Rubric

- Handout Example



SLO Development

- Separate of RISE SLOs for RISE scores
- Non-growth model
- Focus on literacy SLOs



Data Meetings

- Discuss your current procedures
- Share Organize Data Meetings Handout
- Plans for future Data Meetings



Data Analysis

- Use data from SLP and/or classroom data or sample data from EPIC team
- Complete Parts I & II of Data Analysis for Instructional Decision Making



Looking Ahead

- June: Look at baseline data to determine learning targets (print data dashboards)
- July 17th Workshop: Design SLOs for Literacy and read Best Practices Rdg.
- July - August: Create assessments for SLOs in rGrade DD
- Plan an implement instruction based on learning targets and SLOs
- November Showcase of Progress

