Question

What do the various data points tell us?
## Types of Data

<table>
<thead>
<tr>
<th>Student Learning Data</th>
<th>Curriculum Data</th>
<th>School Process Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptual Data</td>
<td>Student Data</td>
<td>Research Data</td>
</tr>
</tbody>
</table>
Balanced Assessment

- Who are the users?
- What are the uses?
Task 1

- At your table, complete the users/uses section of your chart to explore the purposes for compiling and reviewing student learning data.
Task 1: Users/Uses

**Users**

Who uses student learning data?

Consider all four levels: program, building, team, classroom.

**Uses**

How is the data used?

What does it inform at each level?
Discussion

• Why do we gather data at each level?
• How can the various perspectives enrich our use of data?
• What decisions are made based on the data at each level?
Task 2

Chart each of the following assessments on your handout: (An assessment may cross levels.)

- MAP Reading and Math
- Kansas State Assessments
- Explore, Plan, ACT, PSAT, SAT
- AP Exams
- OECD Test for Schools (based on PISA)
- Common Formative/Summative Assessments
- Classroom Assessments
- Graduate Data
- Other
Discussion

• How do we currently use the data available in our system?
• What other uses (or non-uses) of that data would be beneficial?
• What additional information is needed?
Data Protocol

Wonder → Predict → See → Go → Visual
What? → Observe
Why? → Infer/Question
Predict

- I wonder...
- I assume...
- I predict...
Go Visual

Visual representations to make data visually consumable: graphs, charts, displays....
Observe

• What do I see/notice?
• What information is there?
• What are causes for celebration?
• What are opportunities for improvement?
Infer/Question

• What does the data tell us?
• What does the data not tell us?
• Why?
• What conclusions drawn lead to more questions?
• What are possible cause and effect scenarios for the conclusions we have drawn?
• What are our next steps?
Consider

• How can this process be beneficial?
• When is this process most beneficial?
• What version of this process do teachers and learning communities engage in?
Discussion

- How can student learning data inform our leadership teams, professional learning communities and classroom teachers?
- Is one piece of data sufficient to make decisions about student learning?
  - If so, when?
  - If not, what additional information is needed?
College Readiness

What does this term mean?
How does it impact my student?
Anchor Standards:

• Literacy
• Reading
• Writing
• Speaking and Listening
• Language

Link to the KCCRS Anchor Standards Listed Above
How do these anchor standards translate to student expectations?

Guess the grade level....
<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.K.1</strong> – Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <em>My favorite book is...</em>).</td>
</tr>
<tr>
<td><strong>W.K.2</strong> – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
</tr>
<tr>
<td><strong>W.K.3</strong> – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
</tr>
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</table>
**Guess the Grade Level**

<table>
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<tr>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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<td>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
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<td>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
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<td>Use appropriate transitions to clarify the relationships among ideas and concepts.</td>
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<tr>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td>Establish and maintain a formal style.</td>
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<tr>
<td>Provide a concluding statement or section that follows from the information or explanation presented.</td>
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Guess the Grade Level:  6

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<tr>
<td><strong>W.6.2</strong> – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
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<td><strong>W.6.2a</strong> – Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
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<tr>
<td><strong>W.6.2b</strong> – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
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<tr>
<td><strong>W.6.2c</strong> – Use appropriate transitions to clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td><strong>W.6.2d</strong> – Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td><strong>W.6.2e</strong> – Establish and maintain a formal style.</td>
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<tr>
<td><strong>W.6.2f</strong> – Provide a concluding statement or section that follows from the information or explanation presented.</td>
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Guess the Grade Level

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<tr>
<th><strong>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</strong></th>
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<tr>
<td><strong>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</strong></td>
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<tr>
<td><strong>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</strong></td>
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<tr>
<td><strong>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</strong></td>
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<td><strong>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</strong></td>
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<td><strong>Provide a concluding statement or section that follows from and supports the argument presented.</strong></td>
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### W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### W.11-12.1a – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

#### W.11-12.1b – Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

#### W.11-12.1c – Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

#### W.11-12.1d – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

#### W.11-12.1e – Provide a concluding statement or section that follows from and supports the argument presented.
Mathematical Practices:

• Make sense of problems and persevere in solving them
• Reason abstractly and quantitatively
• Construct viable arguments and critique the reasoning of others
• Model with mathematics
• Use appropriate tools strategically
• Attend to precision
• Look for and make use of structure
• Look for and express regularity in repeated reasoning

Link to KCCRS Mathematical Practices
Habits of Mind:

- Persisting
- Managing Impulsivity
- Listening with Understanding and Empathy
- Thinking Flexibly
- Thinking about Thinking (Metacognition)
- Striving for Accuracy
- Questioning and Posing Problems
- Applying Past Knowledge to New Situations
- Thinking and Communicating with Clarity and Precision
- Gathering Data through All Senses
- Creating, Imagining, Innovating
- Responding with Wonderment and Awe
- Taking Responsible Risks
- Finding Humor
- Thinking Interdependently
- Remaining Open to Continuous Learning

Link to Brief Description of HoM
Using the three sources of “College Readiness” expectations, think about what it means to be “College Ready.”

When do these skills begin?
Questions?