

Data Interpretation I 2008



**Ministry of
Education**



Purposes For The Day

- Bring context and meaning to the writing assessment project results;
- Initiate reflection and discussion among school staff members related to the writing assessment results;
- Encourage school personnel to judiciously review and utilize different comparators when judging assessment results;
- Model processes that can be used at the school- and division-level for building understanding of the data among school staff and the broader community; and,
- Provide an opportunity to discuss and plan around the data

Agenda

- Understanding data – sources, categories & uses
- Provincial Writing Assessment
 - ~ Conceptual Framework
 - ~ Comparators
 - ~ Student Performance Data
 - ~ Opportunity to Learn Data
 - ~ Standards and Cut Scores
- Predicting
- Categories of Data
- Action Planning
 - ~ Linking Data, Goals and Intervention
- Closure

Using a Variety of Data Sources

- Consider each of the data sources, their nature and the depth of knowledge they provide, how might the information in each impact the decisions you make?
- What can you do with this data?
- What is its impact on classrooms?

Data Sources	Uses	Impact on Classroom
Local <ul style="list-style-type: none"> • Teacher-designed evaluation • Cum folders • Portfolios • Routine assessment data 		
Division <ul style="list-style-type: none"> • Rubrics • Benchmark assessments 		
Provincial <ul style="list-style-type: none"> • AFL • Departmental 		
National <ul style="list-style-type: none"> • PCAP • CTBS • CAT3 		
International <ul style="list-style-type: none"> • PISA 		

Provincial Writing Assessment: Conceptual Framework

The goal of the Saskatchewan Assessment for Learning Program is to raise the level of learning and achievement for all students in the province. To do this, the Assessment for Learning Program:

- promotes and facilitates the use of data derived from assessments to improve programs, instruction, and learning.
- raises the level of assessment literacy among the education partners;
- supports the development and maintenance of professional learning communities;
- strengthens the ability of school divisions or school councils to report to the public on student learning and school effectiveness;
- engages education partners in identifying processes for the effective use of assessment information and in sharing responsibility for learning outcomes; and,
- provides school and school division achievement data that are referenced to provincial curricula.

The Writing Assessment is one component of the Assessment for Learning Program. Cross-curricular data about writing proficiency, processes, and strategic writing behaviours of Saskatchewan students in grades 5, 8, and 11 will be gathered. It provides teachers of different subject-disciplines with information for discussion, planning, and action toward effective instruction and assessment in writing.

Writing is integral to all learning and all areas of study. It serves as a “means of generating and communicating thought and understanding across all subject areas” (SAIP, 2002, p. 10) and beyond the classroom. It develops higher-order thinking skills – analyzing, synthesizing, evaluating, and interpreting (Emig, 1983). Writing requires students to process knowledge, theorize, make connections, draw conclusions, imagine, support or refute claims, apply knowledge, and reflect on their own understanding. Students need to be able to write the text forms used in various subject areas, in the workplace, and in life.

“Writing is a complex process that includes drawing on prior knowledge and experience; developing and organizing ideas, choosing and shaping the form of presentation associated with a specific purpose; selecting the words, syntax, and stylistic devices, and applying the rules (conventions) of language accurately and purposefully” (SAIP, 2002, p. 10). It requires attention to both process and product, both form and content (Hillocks, 1995, pp.99-110). “Writing takes place within a specified context or situation. Therefore, the situation, purpose, and intended audience form the framework that governs how all writing elements function within the text” (SAIP, 2002, p. 10). This assessment will consider the writer’s strategies and the writer’s skill in integrating such elements as the choice and development of ideas, organization, stylistic features employed, and language conventions and usage used in carrying out a specific purpose.

Writing in today’s world requires students to produce a range of texts for a variety of purposes. Although all writing has its roots in what James Britton refers to as the

expressive – using language that is “close to the self” and verbalizes the writer’s consciousness (Britton, 1972, p. 96), most public writing “comes in two main directions – toward the transactional and towards the poetic” (Britton, 1972, p. 110).

- Informational or transactional (efferent in Rosenblatt’s, 1983, terms) writing informs, persuades, and instructs, and is always concerned with an end outside itself such as explaining in logical way.
- Imaginative, literary, or poetic (aesthetic in Rosenblatt’s, 1983, terms) writing is a verbal construct, an *object* made out of language and explores the inner world of an experience and often focuses on a good, believable story or narrative and includes poetry, scripts, and stories.

Writing is rarely done extemporaneously or without preparation. This assessment requires students to explore a topic linked to a real-life issue or component of curricula that they have experienced. Students will have the opportunity to consider, through reading, discussing, and reflecting on several texts and their background knowledge, what it is they might say about a specific topic when given specific prompts that identify the key communication variables of audience, purpose, role, and format.

This assessment will have three components: a teacher questionnaire; the writing task; and, a student questionnaire.

In the writing task, the first part of the assessment will consist of pre-writing that is intended to establish a context for the writing and build and extend background knowledge of the students. The second part will consist of considering the prompts, focusing the topic, considering the communication variables (audience, purpose, format), considering the assessment rubric, and the production of a first draft. The third part will help students to revise using a revision checklist (for self-editing) and to review the assessment rubric. Students will then be asked to reflect on their writing and writing habits (questionnaire).

This assessment focuses on the student’s ability to use effective writing strategies to produce both informational (expository) and literary (narrative) texts for a specific purpose and audience in a specific context. Students will be expected to use pre-writing (before), drafting (during), and revising (after) strategies and to attend to the conventions of written language including organizing and paragraphing, structuring sentences effectively, selecting and using words and expressions correctly and effectively, and adhering to appropriate spelling, punctuation, and capitalization. Standards of performance will be determined by a diverse group of standards setters.

An *Online Writing Pre-assessment Package* to support this assessment is available for use by teachers and students.

Comparators: Types of Referencing

- **Criterion-referenced:** Comparing how students perform relative to curriculum objectives, level attribution criteria (rubrics) and the level of difficulty inherent in the assessment tasks. If low percentages of students are succeeding with respect to specific criteria identified in rubrics, this may be an area for further investigation, and for planning intervention to improve student writing. (Detailed rubrics, OTL rubrics and test items can be sourced at www.education.gov.sk.ca)
- **Standards-referenced:** Comparing how students performed relative to a set of professionally or socially constructed standards. Results can be compared to these standards to help identify key areas for investigation and intervention. (Figure .2b, .3c, .4a, .6b, .7b and .8b.)
- **Experience or self-referenced:** Comparing how students perform relative to the assessment data gathered by teachers during the school year. Where discrepancies occur, further investigation or intervention might be considered. It is recommended that several sources of data be considered in planning. (E.g. Comparing these results to current school data. The standards set by the panel.)
- **Norm-referenced:** Comparing how students in a school performed relative to the performance of students in the division, region or project. Norm-reference comparisons contribute very little to determining how to use the assessment information to make improvements. (E.g. Tables comparing the school, division and province.)
- **Longitudinal-referenced:** Comparing how students perform relative to earlier years' performance of students. Viewed across several years, assessment results and other evidence can identify trends and improvements. (This data will not appear until the next administration of this assessment.)

Four Major Categories of Data

Demographics		Student Learning	
<p>Local Data</p> <p>Descriptive information such as enrollment, attendance, gender, ethnicity, grade level, etc.</p> <p>Can disaggregate other data by demographic variables.</p>	<p>AFL Data</p> <ul style="list-style-type: none"> • Family/Home support for student writing <ul style="list-style-type: none"> - Encouragement and interaction - Access to resources 	<p>Local Data</p> <p>Describes outcomes in terms of standardized test results, grade averages, etc.</p>	<p>AFL Data</p> <ul style="list-style-type: none"> • Student performance outcomes <ul style="list-style-type: none"> - Writing 5, 8, 11 Narrative and Expository - Writing process, Writing product
Perceptions		School Processes	
<p>Local Data</p> <p>Provides information regarding what students, parents, staff and community think about school programs and processes.</p> <p>This is data is important because people act in congruence with what they believe.</p>	<p>AFL Data</p> <ul style="list-style-type: none"> • Commitment to learn. • Knowledge and use of writing strategies. 	<p>Local Data</p> <p>What the system and teachers are doing to get the results they are getting.</p> <p>Includes programs, assessments, instructional strategies and classroom practices.</p>	<p>AFL Data</p> <ul style="list-style-type: none"> • Instruction and learning. • Availability and use of resources.

Data Sources Template

School/Division _____

Goal/Priority: _____

Questions	What data do you have to address the goal or priority?	What other data do you need to gather to make the picture more complete?
Demographics		
Perceptions		
Student Learning		
School Processes		

Bernhardt, V. L. (2004). *Data analysis for continuous school improvement*, 2nd Edition.
Larchmont, NY: Eye on Education.

Team Action Plan

Name _____ Date _____

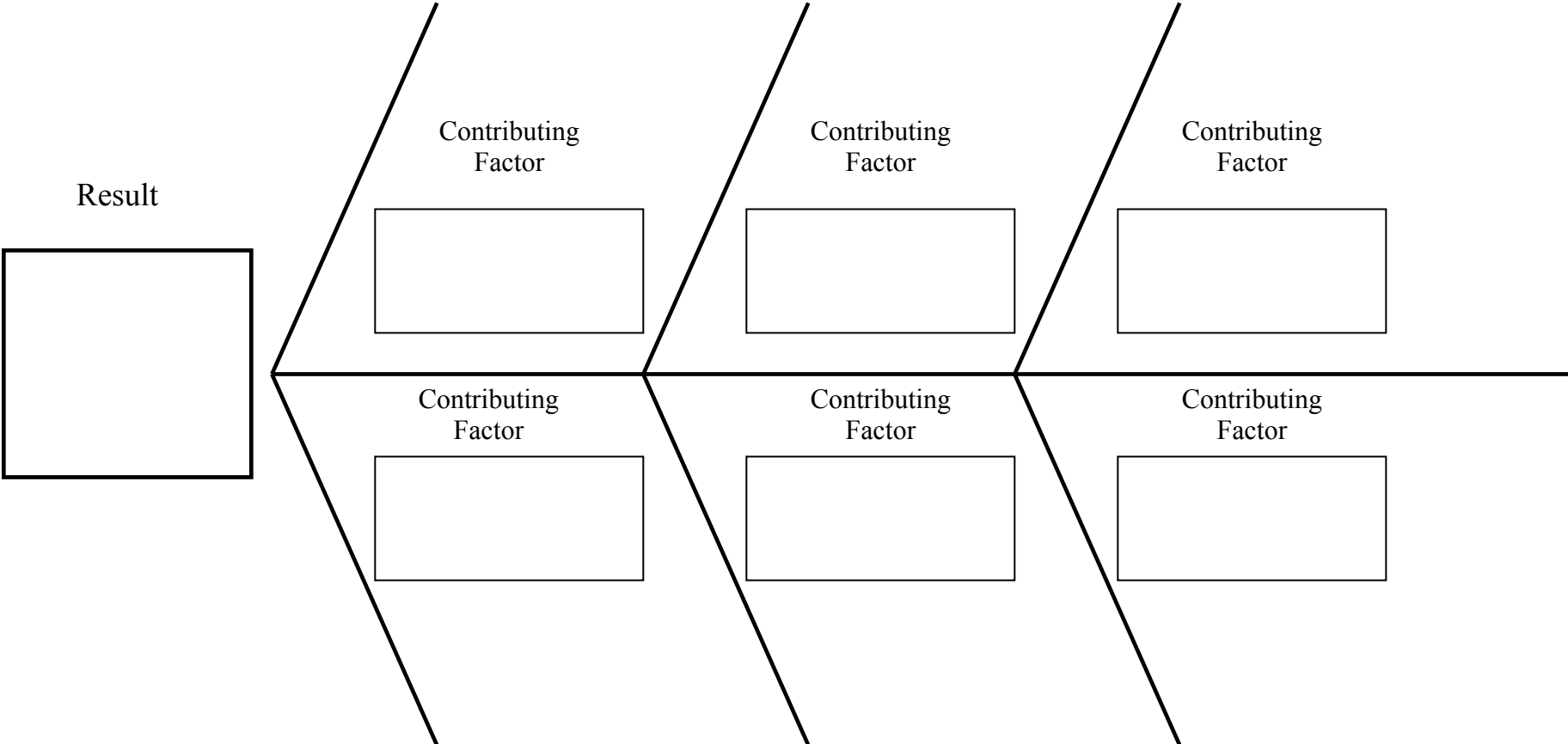
Upon analyzing the data, we have identified the following key strengths and key opportunities for improvement:

+ Strength	Δ Opportunities for Improvement

One area of strength we would like think more about ...

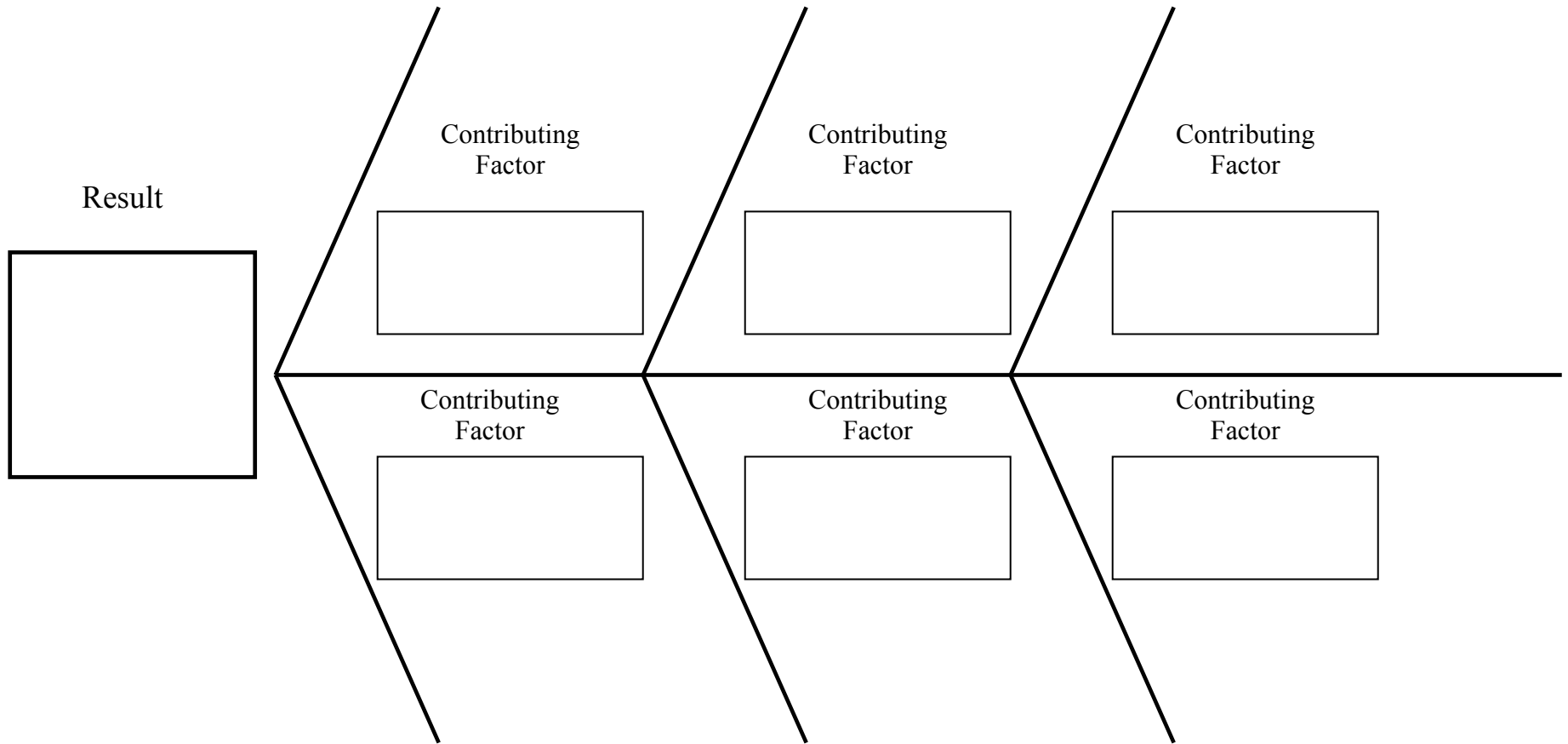
An area for opportunity we would like to think more about

Fishbone Tool Template

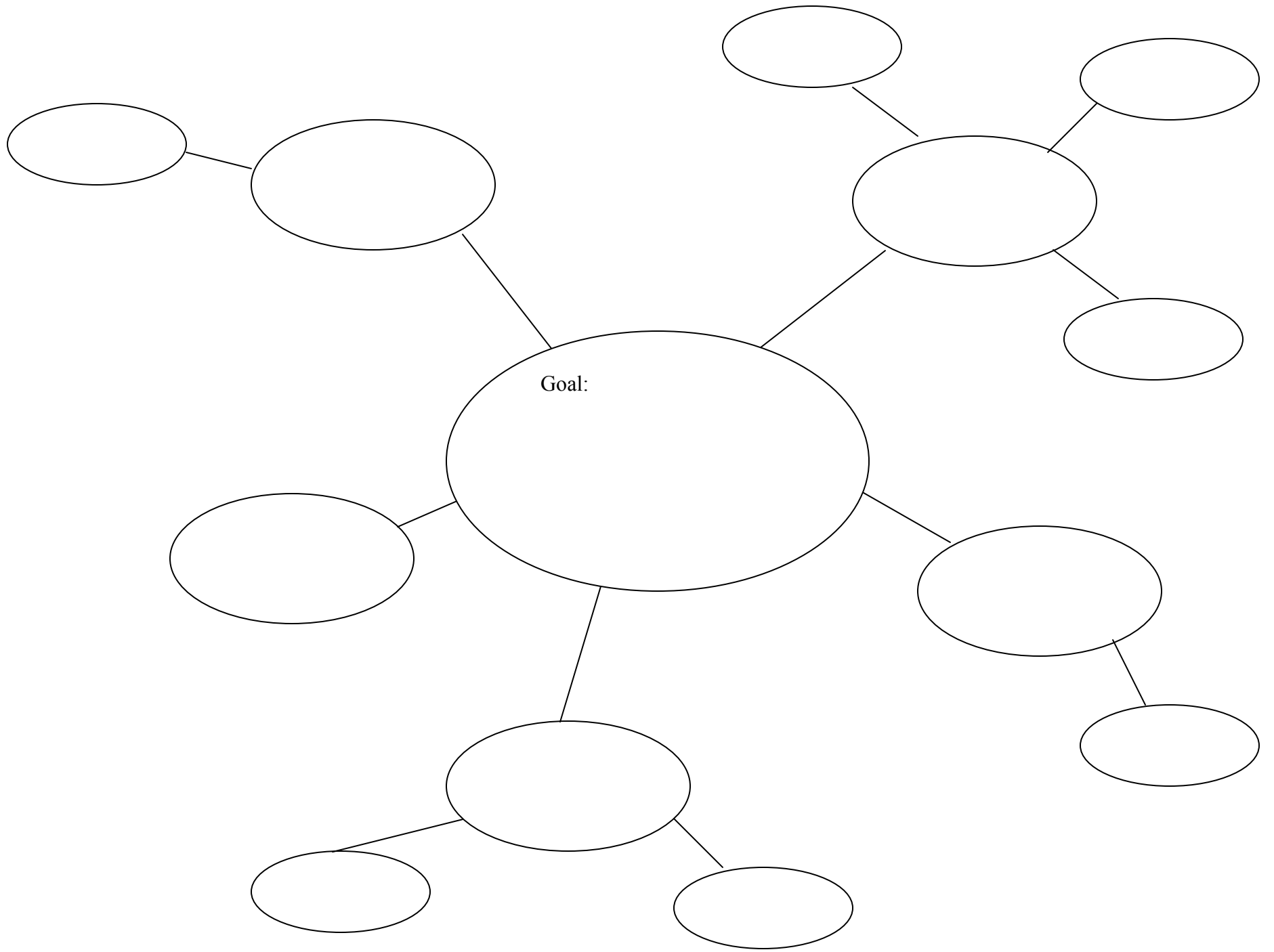


Leading Instructional Environment Assessment, ASCD, 2002

Fishbone Tool Template



Leading Instructional Environment Assessment, ASCD, 2002



Strategy Impact Analysis

Strategy	Effectiveness Research Evidence

- Once you have completed your research, conduct an impact/feasibility analysis of the strategies you have identified.
- Impact refers to the degree to which a strategy will make a difference in the learning of students. A high impact strategy will make the greatest difference in learning for the broadest population of students.
- Feasibility refers to the practical supports that need to be in place such as time, funding, scheduling, etc.

Strategy	Impact	Feasibility
Activate prior knowledge before reading new texts.	High	High
Adopt new curriculum materials	Medium	Low

When done, choose the strategy that will have the greatest impact and is most feasible to implement.

Boudette, K., City, E. A., & Murnane, R. J. (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

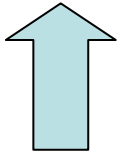
Strategy Impact and Feasibility Analysis

Strategy	Impact	Feasibility

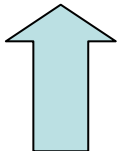
Boudette, K., City, E. A., & Murnane, R. J. (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

Data-Driven Decision Making Improvement Cycle

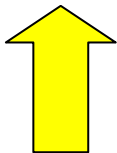
1. Find the data – “Treasure Hunt”



7. Action Plan, Schedule, REVIEW



6. Determine Results Indicators



5. Identify Specific Strategies to Achieve Goals



2. Data Analysis and Strength Finder



3. Needs Analysis



4. Goal Setting and Revision



(White, 2005)

Four Tasks of Action Planning

1. Decide on strategies for improvement.
2. Agree on what your plan will look like in classrooms.
3. Put the plan down on paper.
4. Plan how you will know if the plan is working.

Boudette, K., City, E. A., & Murnane, R. J. (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

Individual Action Plan

Name of School(s) : _____

GOAL: _____
 (What are you going to do in your school to work for systemic change that will impact student success)

Strategies	Completed By Whom?	Timeline	Resources Needed	Measures of Success	Data Required

Who may resist change? How do you plan to address the resistance?	Who has the power and influence? How do you include these people in the change process?	What system policies might interfere with goals and objectives?

Short- and Medium-Term Assessment Planning

Goal	Types of Assessment		
	Short-Term	Medium-Term	Approximate Times

Four Major Categories of Data

Demographics

Student Learning

Local Data

AFL Data

Local Data

AFL Data

Perceptions

School Processes

Local Data

AFL Data

Local Data

AFL Data

Advancing Assessment Literacy - Module Selection Matrix

Available from www.spdu.ca – click on Publications and follow the links.

The intended audience of each module is indicated below. Modules marked *Informational Activity* are to demonstrate the processes to groups that will not be making school level decisions.

Module	Total Time*	Teachers	In School Administration	School Community Council	School Boards	Central Office Staff
Setting the Stage:						
I Engaging Stakeholders	3 hours	•	•	•	•	•
II Understanding Data Purposes and Uses	3 hours	•	•	•	•	•
III <i>Freedom of Information and Protection of Privacy Act</i> for Central Office	2 hours 20 minutes					•
III <i>Freedom of Information and Protection of Privacy Act</i> for General Audience	45 minutes	•	•	•	•	
IV Building Learning Communities	3.5 – 6 hours	•	•			•
Data Gathering:						
I Establishing Outcomes	3 – 3.5 hours	•	•	Informational Activity	Informational Activity	
II Creating Questions	1 hour	•	•	Informational Activity	Informational Activity	
III Identifying and Valuing Different Types of Data	1.5 – 2 hours	•	•	Informational Activity	Informational Activity	
IV Collecting and Collating Data	1 – 1.5 hours	•	•			
Data Analysis:						
I Summarizing, Representing and Sharing Data	1.5 hours	•	•	•	•	•
II Examining and Interpreting Data	2.5 hours	•	•			
III Extending the Assessment	1 – 1.5 hours	•	•			
Data Informed Decision Making:						
I Building a Collaborative Culture	2 hours	•	•	•	•	•
II Goal Setting	2 hours	•	•			
III Creating Action Plans	2.5 – 3 hours	•	•			
IV Monitoring and Assessing Progress	2.5 – 3 hours	•	•			•
Designing Interventions	3 – 3.5 hours	•	•			•
Continuing the Conversation	3 – 3.5 hours	•	•	•	•	•

* All modules are broken into smaller units of time so that the material can be delivered in a variety of formats – staff meetings, PLC meetings, half-day, full-day, etc.

3 - 2 - 1 Reflection

3 insights I have had today...



2 implications for my professional practice...

1 action I plan I have to take...