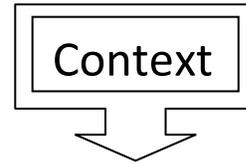


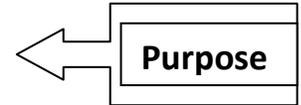
# “The Script” Assessment Literacy/Use of Assessment Data Process Plan



The activities outlined below are planned to assist in building teachers' capacity for the use of data to support instructional decision making that leads to improved student achievement. The process begins with a focus on STAR assessment data, but it is intended to be adaptable for use with other types of assessment data.

The process is organized into three strands:

- 1) understanding assessment specifications in order to choose relevant data
- 2) data driven dialog to analyze results
- 3) designing and implementing interventions in the classroom



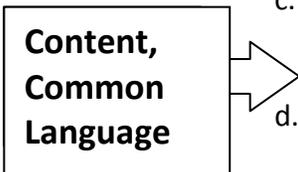
## I. **45 Minutes** (Meet in Library) STAR Assessment Specifications

- a. This activity involves reading and discussing a document that explains commonly used assessment terms and types of data reported by the STAR assessment
- b. Materials
  - i. Anticipation Guide
  - ii. Text-excerpt from *STAR Reading: Understanding Reliability and Validity*
- c. Before reading the STAR document, begin with independent marking of the Anticipation Guide "Before" column.
- d. Read the Document. Mark Anticipation Guide "After" as individual, then discuss in table groups and adjust responses if needed.
- e. Group discussion of "For Discussion" question at bottom of Anticipation Guide.

Break

## II. **60 Minutes** Data Driven Dialogue – (Teachers should sit in their PLC groups with each "special" teacher joining a grade level.)

- a. Materials
  - i. **Classroom teachers bring Class Summary Report date range 8/7/09-5/26/10**
  - ii. Please have Librarian and/or Tech Coach/Tech Aides print ahead for counselors, psychologists, specials teachers and Kindergarten(last year's roster with 1<sup>st</sup> grade data)
  - iii. Data Driven Dialogue Directions/Definitions page
  - iv. Chart paper and markers
- b. This activity involves analyzing and discussing actual student data from each classroom teacher's current class in relationship to the assessment specifications they learned about in the previous activity.
- c. Teachers will use personal Class Summary Reports they bring to the meeting. Specials teachers will use a personal Class Summary that will be printed for them since many do not have full access to the STAR results.
- d. Definitions page in packet–Will help teachers remember what they read in the "assessment specifications" activity.



# “The Script”

## Assessment Literacy/Use of Assessment Data

### Process Plan

**Principals  
as  
Learning  
Leaders**

- e. Protocol- Data Driven Dialogue –the purpose of a protocol is to provide a set structure for the discussion.
  - i. The principal will ask each PLC to select a facilitator and a recorder.
  - ii. PLC groups will work through the Data Driven Dialogue with the principal monitoring and acting as timekeeper. Principals say: *“Even though it feels artificial at first, the structure provides some safety for those who are not used to this structure for conversation. Please stay on task with the protocol time limits—it will help you to facilitate the conversation and draw some important conclusions.”*

**Strategy,  
Product**

- iii. The resulting product from the data dialogue is the recorded responses to the four questions under the last step of the protocol (Implications for Classroom practice). The recorder will record on a piece of chart paper and post it in the room.
- iv. Invite teachers to review the responses in a “gallery walk.”

Break

### III. 60 Minutes Designing and Implementing Interventions

**Principals  
as  
Learning  
Leaders**

- a. Purpose-Principal say, *“This morning’s work has focused on STAR data. We’ve analyzed it, we’ve interpreted it, now we’re going to plan for action to intervene for one student or a group of students in your own classroom.”*

- b. Materials –
  - i. Responses to the four ending questions of the Data Driven Dialogue protocol (to help you plan).
  - ii. Now/Next/Later Chart with guiding questions
  - iii. Components of Intervention (on back of Now/Next/Later chart)

**Strategy,  
Discussion**

- c. Introduction (Accessing Prior Knowledge)
  - i. In the One Minute Mind Stream (CRISS Strategy ☺), Teachers will work in pairs to bring out their background knowledge on the topic of Intervention
  - ii. Procedure:
    1. Teachers pair up
    2. Teacher A talks for one minute about intervention
    3. Teacher B listens and encourages Teacher A, but doesn’t comment
    4. The roles reverse-Teacher B talks and Teacher A listens for 1 minuteIt’s Ok to repeat if we run out of new things to say-goal is to talk for the whole minute

# “The Script”

## Assessment Literacy/Use of Assessment Data

### Process Plan

**Product,  
Planning for  
Application and  
Implementation**

d. Whole Group Discussion: Read aloud each Component of Intervention on the back of the Now/Next/Later Chart. What does it mean?

- i. Instruction that is different, not more of the same
- ii. Using assessment designed to monitor progress
- iii. A benchmark or target that tells the level of achievement expected after intervention—a way to tell when the student is no longer in need of this intervention
- iv. Must be matched to the indicator (concept or skill gap) that the student needs to master
- v. Planned for a specific amount of time—a short time. For example, an intervention cycle might be 1-5 sessions, depending on the needs of the student(s).

e. Identify one student from your class who shows a need for intervention

f. Planning for interventions – Each Teacher use the Now/Next/Later Chart as an organizer to record your planning on behalf of that student.

g. Share out one thing from your chart that you will do next week.

**Product,  
Feedback**

**h. Wrap Up-The process we did this morning with STAR data is a process you will find useful with other data. As a group, brainstorm other assessments/data sources that will work well with this process. Record ideas on chart paper.**

IV. Thanks and Dismiss

- a. Remind of afternoon location/activity/start time
- b. Dismiss for lunch break