

# “Faces” of Data



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## Session Presenters



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## Session Outcomes



- Participants will identify methods of planning formative assessments based on student assets and prior knowledge to impact engagement and to deepen student understanding.
- Participants will engage in different methods to record and analyze student data throughout a lesson to determine strengths/weaknesses of content understanding and misconceptions.
- Participants will determine how to effectively differentiate based on the learning needs for whole class and individual students and how their analysis of data guides the instruction throughout a lesson.

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## Alignment to NC Professional Teaching Standards



### **Standard 2:** Teachers Establish a Respectful Learning Environment for a Diverse Population of Students

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.

### **Standard 5:** Teachers Reflect on Their Practice

- Teachers function effectively in a complex, dynamix environment.



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## Perception is not always reality...



**Materials:** Chart Paper, Photos, Markers, [Student Assets Handout](#)

**Strategy:** Station Rotations, Anticipation Guide

**Activity:**

- Select a marker
- Examine the list of student assets
- As you rotate, in each quadrant, identify the asset you think belongs to the student
- *Note:* Only use each term once

**Reflection:** How could this activity be used in your classroom.

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## Student #1



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## Student #2



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## Student #3



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# Student #4



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# Student #5



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# Student #6



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# Perception is not always reality...



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## Here's What?: Sorting Activity



**Materials:** [Student Assets](#), Chart Paper

**Strategy:** Sorting and Grouping

**Activity:**

- Each group has been provided with an identified asset from the spreadsheet.
- On the chart paper, create (5) groups of five.
- Display your results.

**Reflection Questions:**

- 1) How did your group rationalize your grouping and do you think that was an effective criteria to group students?
- 2) Can you think of task in the classroom where this method would be effective?

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## So What: Exit Ticket



**Materials:** [Graphic Organizer](#), [Student Work Sample](#)

**Strategy:** Annotating Text, Jigsaw

**Activity:**

- Examine the identified learning objective from the Graphic Organizer
- Look at the what the student turned in for the “Exit Ticket”
- Provide feedback for the students that can be actionable for all students
- From the work samples, have a group discussion about what this data might tell you.
- Record your data on your Graphic Organizer

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## Strengthen Instruction with Feedback



### 3 Types of Feedback

Motivational Feedback

Evaluative Feedback

Descriptive Feedback\*\*

*\*\*validated by research to be the most effective type of feedback for improving achievement. Motivational and descriptive are mainly used during formative assessments. Evaluative feedback is used mostly during a summative assessment.*

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## Descriptive Feedback



- Specific and tells learner what steps to take in order to move forward in the learning process
- Relates directly to the learning
- Comparison to models, samples, exemplars
- Related to performance, is not personal
- Does not provide a value judgement
- Does not compare students

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## Motivational Feedback



- Intended to make the learner feel good; to encourage & support.
- It does not give guidance on how to improve performance or reasoning.

Example: Nice work! You are such a good writer!

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## Evaluative Feedback



- Intended to measure student achievement; awards a score or a grade.
- It does not give guidance on how to improve performance or reasoning.

Examples: 73%

Level III

Satisfactory

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## What Kind of Feedback?



**Materials:** Student Work Sample

**Strategy:** Partner Work

**Activity:**

- Swap work samples with a partner
- Identify the types of feedback given as evaluative (X), descriptive by underlining and motivational (+)
- Return the paper back to the owner.

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## So What: Independent Practice Activity



**Material:** [Graphic Organizer](#), [Teacher Recorded Data](#), Presenter Recorded Data

**Strategy:**

**Activity:**

- Examine the whole class data collected by the teacher during independent practice.
- In your groups, have a collaborative conversation about the data collected to complete the graphic organizer.
- Identify 5 students you would pull for small group instruction.

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## So What: Guided Practice



**Materials-** Number cards, Question Stems, [Graphic Organizer](#)

**Strategy:** Flippity

**Activity:**

- Select a number from the box in the middle of the table.
- You are now the teacher interacting with the student that corresponds with that number.
- Look at the response the student had during guided practice.
- On the spreadsheet beside the question, create a question that will probe the students further to deepen understanding. As the teacher, you are not giving the answers.

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## So What: “Do Now”



**Materials:** [Graphic Organizer](#)

**Strategy:** Carousel Brainstorming / Do Now

**Activity:**

- Create a *Do Now / Formative Assessment* based on the identified objective to build background knowledge and make connections that will provide preparation for the identified exit ticket.
- Record your answers in your graphic organizer.

**Reflection Question:**

What type of data do you hope to collect from this “Do Now”

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## Here's What: (Re)Sorting Activity



**Materials:** Student Assets Handout, Chart Paper, Markers

**Strategy:**

**Activity:**

Based on all the knowledge you have gained, on a different sheet of chart paper, regroup your students based on their learning needs.

**Hint:**

You have a group of 5 you identified for small group instruction.

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## What is analysis of student learning?



**Materials:** Small Candy Bar, Post its

**Strategy:** Creating Similes

**Activity:**

- Think about your experiences with evaluating student learning and what you learned today.
- Look in your basket and take out a piece of candy.
- From the candy selected, created a statement.
- Analyzing student learning is like (name of candy bar) because.....
- Post it on the way out.

**Hope you enjoy your candy bar as much as we enjoyed you!!!!**

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